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ABSTRACT

This project studied the feasibility of implementing nonsheltered supported employment programs for Idaho's moderately to severely developmentally disabled adults. The project researched, developed, and implemented a community-based vocational training model; studied its compatibility with existing delivery systems; identified areas for change; offered solutions; and developed three replication sites. The traditional model for vocational training is described, followed by a presentation of the Moscow (Idaho) model. This model has the following features: single entry point for starting vocational services, use of integrated community-based settings for assessment and training, increased use of integrated community-based paid employment, increased options for vocational training, career decisions made based on experience rather than written/pictorial job descriptions, and long-term follow-up services. The three phases of the curriculum were assessment, training, and placement and follow-up. The project resulted in the placement of 20 adults in paid community-based employment. Appendices, which make up the bulk of the paper, contain career exploration lesson plans and forms, an adult assessment and training plan with examples of tasks and graphs for individual clients, and a reprint of a paper titled "A Job Skill Inventory Strategy Designed for Severely Handicapped Potential Workers" by Ken Belmore and Lou Brown. (JDD)

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Final Report To Idaho State Council On Developmental Disabilities

For Contracts Numbers 2867 & 2969

Project Titles

Community-Based Employment and Training for Adults with Developmental Disabilities

State-Wide Personnel Training for the Implementation of Community-Based Vocational Training and Other Domain Programs

July 1987

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Introduction

The integration of students with handicaps mandated by Public Law 94-142 is resulting in graduates who have attended schools with nonhandicapped peers and have in many cases received vocational training not only in school but in the community. Given the emphasis on integration during the school age years, it would be consistent to apply the same emphasis during the adult years.

Nationally, efforts have been directed toward training and placing adults with developmental disabilities into nonsheltered integrated work settings. Programs such as those established by Timm Vogelsberg in Vermont, Paul Wehman in Virginia, and James Moss in Washington have all reported success in using nonsheltered work environments. A total of 73 individuals were placed by Vogelsberg's Project Transition over a four year period (Vogelsberg 1985). To date, Wehman's project has reported 170 adults placed, with 45% still working after 6 years (Wehman, Kregel 1985).

Recent federal policy and funding changes assist adult service providers in implementing nonsheltered supported employment programs. The Rehabilitation Act Amendments of 1986 specifically references and defines supported employment services. In Title VI, Section C of the Act a minimum of $250,000 per state is authorized for the development of supported employment programs by the Division of Vocational Rehabilitation. The U. S. Department of Health and Human Services, Administration on Developmental Disabilities requires each state

Developmental Disabilities Council to have employment related activities as one of three required priority service areas and provides funding for model programs.

The 1984 Developmental Disabilities Act defines supported employment as:

> Employment which (i) is for persons with developmental disabilities for whom competetive employment at or above the minimum wage is unlikey and who, because of their disabilities, need intensive ongoing support to perform in a work setting; (ii) is conducted in a variety of settings, particularly worksites in which persons without disabilities are employed; and (iii) is supported by any activity needed to sustain paid work by persons with disabilities, including supervision, training, and transportation.

The feasibility of implementing nonsheltered supported employment programs in Idaho similiar to those operated by Wehman and Volgelsberg was questioned. Recognizing this, the Idaho State Council on Developmental Disabilities contracted with the University of Idaho's Special Education Department to investigate potential programing options. A one year contract was initiated September 16, 1985 with a budget of $44,913.00 to research, develop and implement a community-based vocational training model; delineate ways in which it is compatible with the current Department of Health and Welfare, Vocational Rehabilitation, and Rehabilitation Facilities service

delivery system and structure; identify areas for change; and offer solutions. A second one year contract was initiated June 1, 1986 for $51,942 to develop three replication sites using the strategies developed in the first year of the grant. The following report will detail the community-based vocational training model developed and resulting data.

Assumptions Guiding the Project

To facilitate the project a number of guidelines were identified and utilized by the project staff. The guidelines are based on Brown et al. (1980) on programs for persons with severe handicaps. These guidelines emphasize:

1. Persons with developmental disabilities are often unable to generalize skills learned on simulated or unrelated work tasks to the targeted work environment;
2. Training strategies should utilize natural cues and corrections.
3. Assessment and instruction of job-related social skills is of equal priority as the required job skills;
4. Community work sites are based on local labor market demands;
5. Interaction with nonhandicapped co-workers occurs routinely on the job site;
6. Chronological age appropriate training activities, materials and adaptations are used;

7. Zero exclusion from community-based training;

8. Providing experiences on which the adults could base future vocational choices; and

9. Collecting data as evidence of individual preferences, especially for those adults who have no functional system of communication.

The Traditional Model

When the project originated, Idaho, like a majority of states was using a traditional model for organizing and providing access to vocational services for adults with developmental disabilities. In Idaho the Traditional Model involves three entities: Vocational Rehabilitation, Health & Welfare and sheltered workshops. Typically adults are referred for Health & Welfare or Vocational Rehabilitation services by school personnel, family members or themselves. Through interagency and contractual agreements, Vocational Rehabilitation and Health & Welfare case workers refer all adults with developmental disabilities to sheltered workshops for vocational assessment, training and placement services. Adults with moderate and severe handicaps receive services from Health & Welfare while adults with mild handicaps receive services from Vocational Rehabilitation. In some situations adults may receive services from both agencies.

Adult vocational services are entitlement programs subject to federal and state budget adjustments. Limited federal and state funding and few adults exiting the adult service delivery system has

resulted in adults having to wait for all services. The referral system and flow of dollars used by the traditional model is outlined in Figure A.

Insert Figure A Here

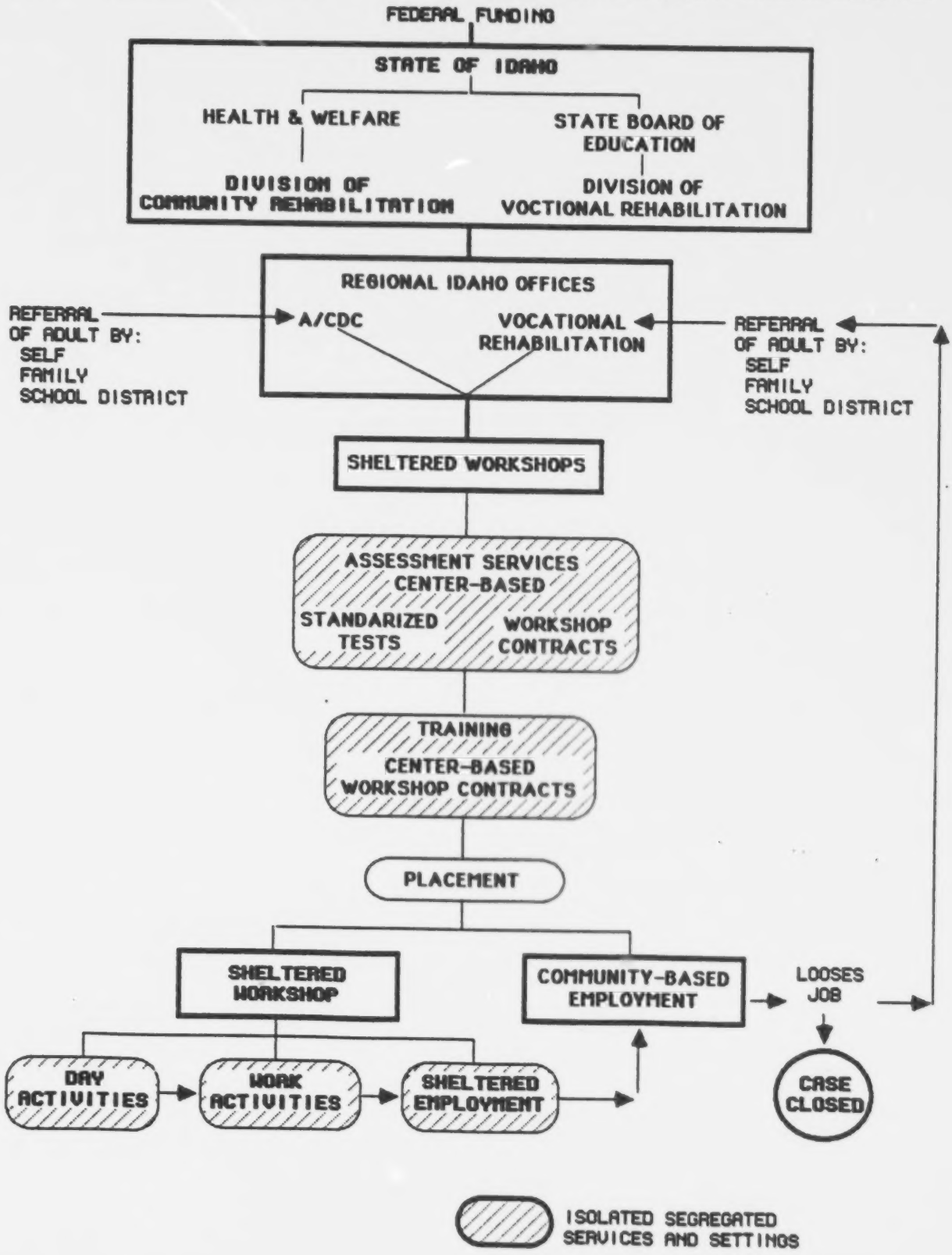
Some concerns associated with the traditional model are listed below.

First, with two entry points for adults the role and responsibility of each agency is not well defined and duplication and ineffectiveness can result. Services are accessed from either Vocational Rehabilitation or Health & Welfare's Adult and Child Development Center (A/CDC). The agency selected is often arbitrary and highly dependent upon the referring person. The types of services and funding available varies between Vocational Rehabilitation and Health & Welfare. An adult eligible for Health & Welfare's Adult and Child Development Center (A/CDC) services could receive a variety of support services including daily living skills training, counseling, speech, physical therapy and vocational services through a referral to a sheltered workshop. In this case adults are not seen by a Vocational Rehabilitation counselor and Title XX funding is used to provide vocational training and other services.

FIGURE A

TRADITIONAL MODEL

FLOW OF DOLLARS &ACCESS TO SERVICES FOR ADULTS WITH DEVELOPMENTAL DISABILITIES



An adult referred to Vocational Rehabilitation may receive a different range of services designed to result in employment. Services may include medical restoration, vocational training, counseling, transportation, and job placement. Services provided by Vocational Rehabilitation are paid through a combination of federal, state, and local sources. Adults with developmental disabilities are usually referred by Vocational Rehabilitation counselors to sheltered workshops for vocational assessment and training. After a predetermined amount of time the adult must meet certain performance standards. Based on work performance a placement decision is made. If the performance standards for community-based employment are not met the adult is referred to A/CDC for sponsorship and placed at the sheltered workshop. Adults who achieve the performance standard are recommended for community placement services. Theorectically adults placed in sheltered programs continue to work to improve their performance standards until they are ready for community-based employment.

When an adult is placed in sheltered employment an implied assumption is made: the adult is best trained initially within a sheltered workshop. When an adult is originally referred to Vocational Rehabilitation and later placed in sheltered employment, there has been no opportunity for community based work. Thus, for adults with moderate and severe handicaps the results are the same:

no community placements until the sheltered work performance standards are met.

Second, assessment and training are generally conducted within the sheltered workshop, an isolated and segregated setting. In the traditional model, assessment is conducted with worksamples, written tests or within one of the workshop's contracts. Subsequent job training occurs on one of the workshop's contracts. Training opportunities are limited by the type of work contracts the workshop maintains. There are no assurances the workshop has a contract consistent with the adult's career interests, and the job the adult is assessed and trained on is available in the community. The traditional model uses isolated and segregated environments and then places the burden on the adults to demonstrate their readiness for community-based employment. The opposite should occur: adults should be placed in a community setting for assessment and training and allowed to demonstrate their abilities and training needs.

Third, placement from sheltered settings to integrated paid employment for adults with moderate and severe handicaps rarely occurs. Thus, funding is used to maintain adults in sheltered work settings and is not available to serve new referrals. National and statewide data suggest adults are remaining for indefinite periods of time within segregated sheltered work settings. In Idaho during fiscal year 1986 an average of 406 adults were funded by Health & Welfare in sheltered workshops. During this time 20, or 5% exited

for community employment. This low exit rate results in only a few new adults served each year. Most regions of the state have adults waiting for vocational funding through A/CDC. A recent state wide estimate(1986) identified 140 adults waiting for services. A survey by the Idaho State Department of Education of students graduating in 1986 identified 134 with mental retardation who are in need of continued vocational training and long-term follow-up. The majority of these students are involved in school operated integrated community based vocational training programs. The traditional model does not address the problems of a low exit rate, a long waiting list, and the use of isolated segregated settings.

Four, few if any choices are available regarding the type of vocational training provided, where and how the training is conducted, and who provides it. Interagency and contractual agreements between sheltered workshops, Vocational Rehabilitation, and Health & Welfare limits the choices of adults to work available through the sheltered workshops. Since most adults need assistance obtaining employment, they are forced to accept the assessment and training strategies offered by sheltered workshops or go without vocational services. The adult's ability to choose the type of job and service provider should be foremost in a vocational service delivery system and training model.

Fifth, the traditional model asks adults their vocational choices but places little value on their responses. Adults with

limited work experience list as work preferences jobs performed by parents, siblings, or friends. Such choices are often considered unrealistic and inconsequential: the selection of a person who does not have the ability to make informed choices. If the choice is the work available at the workshop, it is usually acceptable. Unfortunately, the latter choice is also based on limited work experience. The model does not have a mechanism to assist adults make informed choices. As a result the vocational choices listed by the adult are often disregarded, ridiculed, or given minimal consideration.

Sixth, long-term follow-up for adults in community placements is not provided. Most adults placed in community jobs receive 60 days of follow-up services by sheltered workshop staff. After this period the employer and adult are responsible for resolving employment related issues. In some situations Vocational Rehabilitation can provide "post-employment services", but this generally occurs only after a job-threatening incident. For adults with moderate and severe handicaps retraining, advocacy, site modification, support and general problem solving will be an ongoing necessity. The traditional model does not provide long-term follow-up services because of the following logic: we do not have it because we do not need it; we do not need it because adults with moderate and severe handicaps who need it do not work in the community.

The Moscow Model

In an attempt to facilitate community based placement and address the limitations of the traditional model an alternative funding and service delivery approach was organized. The alternative approach will be referred to as the Moscow Model.

The Moscow Model involves three key groups: Vocational Rehabilitation, Health & Welfare and private service providers. Adults are referred by school personnel, family members or themselves. Vocational Rehabilitation and Health & Welfare's A/CDC's have case management responsibilities and contract with appropriate private service providers. The Moscow Model referral system and flow of dollars is outlined in Figure B.

Insert Figure B Here

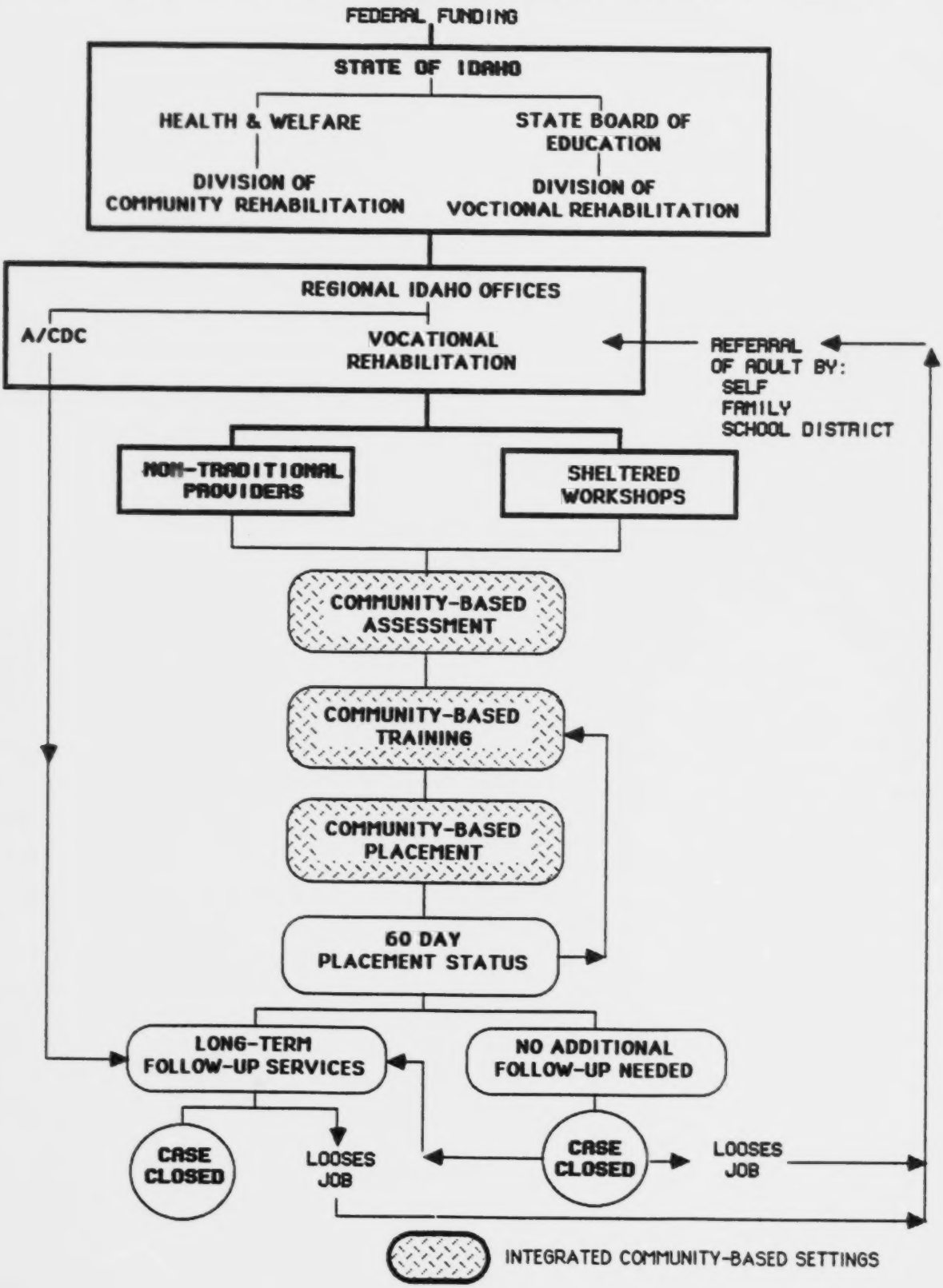
The manner in which services are accessed and delivered is distinctly changed.

First, there is a single entry point for starting vocational services. Entrance for all adults occurs through Vocational Rehabilitation. Vocational Rehabilitation functions as the lead agency, and is responsible for coordinating and funding vocational assessment, training and placement. Service providers (including

FIGURE B

MOSCOW MODEL

FLOW OF DOLLARS &ACCESS TO SERVICES FOR ADULTS WITH DEVELOPMENTAL DISABILITIES

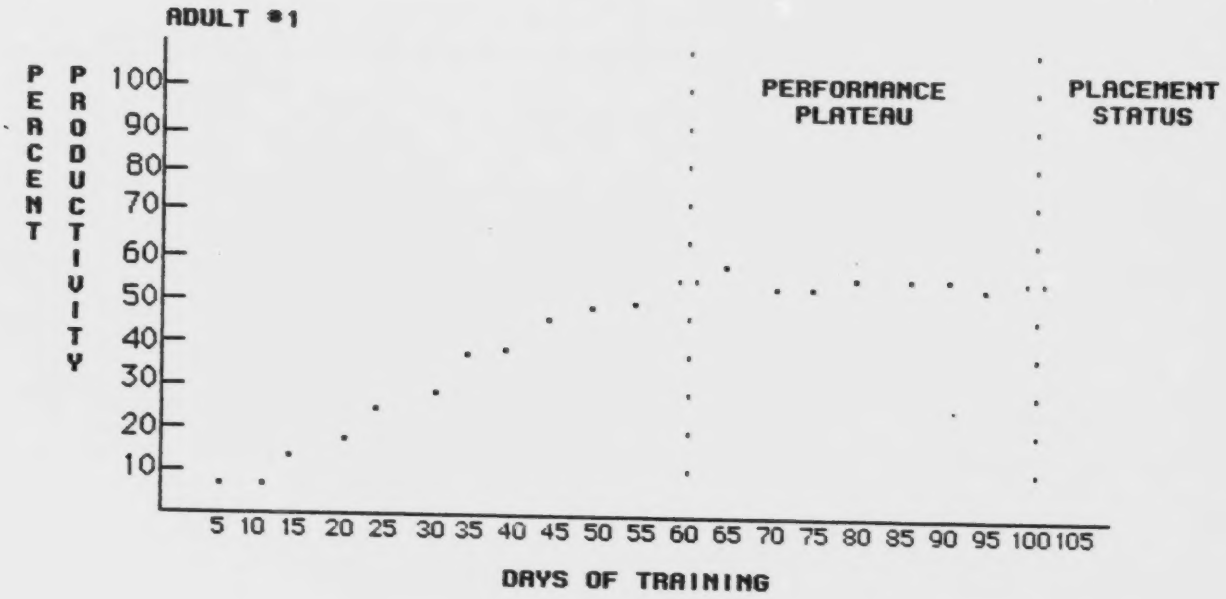


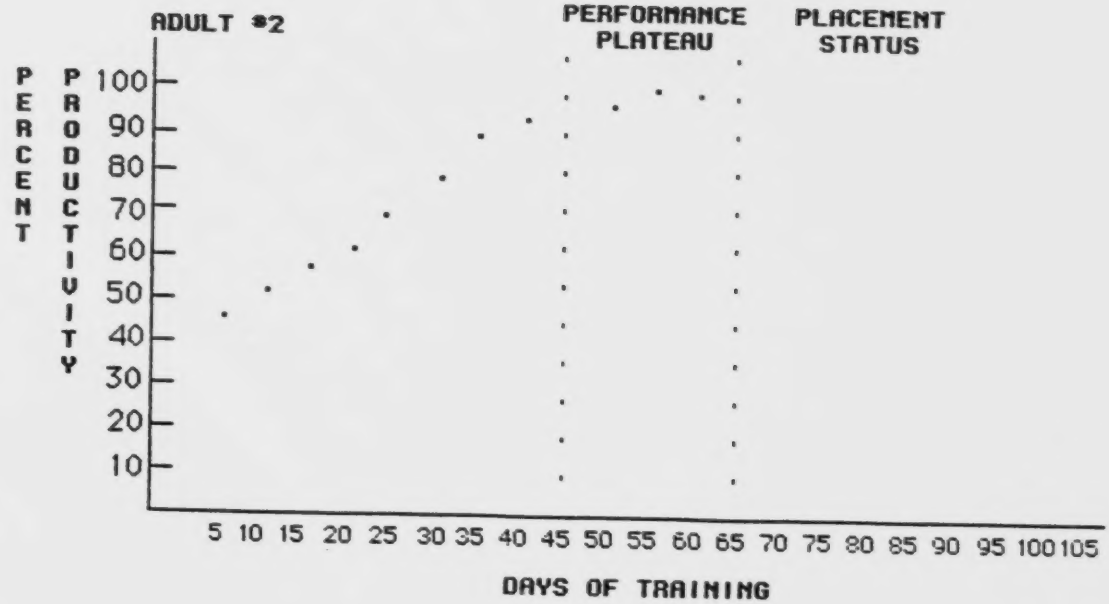
private for profit, nonprofits, and sheltered workshops) conduct assessment and training in integrated community job settings. The length of assessment and training are contingent on the adult's progress. For some adults training periods of one year or more would not be unusual. Once the adult's vocational progress plateaus placement is considered. For example, one adult may move from training to placement when a 55% productivity level is achieved and maintained for 40 days, another when productivity remains at 95% for 20 days (see figure C). Placement is a paid job within an integrated community setting.

Insert Figure C Here

The move from a training status to a placement status signifies the adult's vocational progress has stabilized and the necessary skills have been aquired to perform the job. For the next 60 days the adult is considered in a placement status. During this time, if the adult is unable to maintain the necessary job skills and requires additional long-term training, he/she returns to a training status. At the completion of the 60 day placement period a decision is made about the need for long-term follow-up services. Depending on the adult, the frequency and type of follow-up contact will vary. For some adults as little of one contact per week will be sufficient, for

FIGURE C
TRANSITION FROM A TRAINING STATUS
TO A PLACEMENT STATUS





others daily contact may be required. If no additional follow-up services are needed, the adult is considered successfully rehabilitated and the case is closed.

Adults requiring long-term follow-up services are referred and funded through the A/CDC. Long-term follow-up services can be provided for an indefinite period of time and may include any type of short-term training or support necessary to maintain the adult on the job. Long-term follow-up services are terminated when no longer needed. Adults who were initially placed without long-term follow-up and later experience job related problems are referred to A/CDC for intervention and if necessary continued long-term follow-up services. If the adult loses the job, regardless whether long-term support services are being provided, he/she is referred to Vocational Rehabilitation for appropriate assessment, training and placement.

A primary advantage of the Moscow Model is effective coordination of services. The model avoids duplication of services, enhances efficiency of services, and maximizes the use of Health & Welfare funding. In the traditional model Health & Welfare is charged a fee for each day the adult attends the sheltered workshop. The Moscow Model charges only for each follow-up contact. An example is an adult works five days a week in a sheltered workshop(Figure D). As a result Health & Welfare is charged for five days. When the adult is placed in a community job site and needs three days of follow-up, Health & Welfare is charged for only three days of

follow-up contact. The net savings is two days which are now available to apply to unserved adults.

Insert Figure D Here

A second advantage is the use of integrated community-based settings for assessment and training. The traditional model is highly dependent on data obtained from work performed in an isolated segregated setting. Most adults with moderate and severe handicaps are unable to generalize the skills learned in a sheltered environment to the natural environment. In some cases it is possible to replicate the equipment, job tasks, and production schedules of jobs found in the community. However, it is not possible to replicate the social skills and co-worker interaction found within the job site. Social skills are unique to the environment in which they occur; thus instruction is best conducted in the natural setting.

The Moscow Model assesses and trains adults on community job sites. This allows assessment and training to be criterion referenced, yielding accurate vocational and social skills data. From this data training objectives specifically required by the adult are written. This results in more efficient training by not teaching unnecessary skills. The adult and trainer can make

FIGURE D
FEE FOR SERVICE SCHEDULE

SHELTERED PLACEMENT

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
P	P	P	P	P
X	X	X	X	X

TOTAL DAYS PRESENT: 5
TOTAL DAYS CHARGED: 5

COMMUNITY-BASED PLACEMENT

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
P	P	P	P	P
X		X		X

TOTAL DAYS PRESENT: 5
TOTAL DAYS CHARGED: 3

P: PRESENT
X: FEE CHARGED

placement decisions based on reliable data versus having to interpret data obtained within a sheltered setting.

Third, strategies used by the Moscow Model results in increased numbers of adults moving from sheltered settings to integrated community-based paid employment. Services offered through the traditional model result in approximately 5% transitioning from sheltered settings to community job sites. The problems of a growing demand for vocational services, limited funding, and students graduating with expectations of integrated community-based experiences, are unmet by the current service delivery system used by the traditional model. The Moscow Model bypasses the sheltered setting and begins with the adult in an integrated community job site. This method allows training to focus on specific job skills and removes the arbitrary decision of when an adult is ready to leave sheltered employment.

Fourth, the Moscow Model provides additional options regarding the type of vocational training, where and how training is conducted, and by whom it is provided. Through interagency and contractual agreements, assessment and training is offered solely by sheltered workshops. Adults do not have a choice as to who provides the vocational services. The traditional model depends on sheltered workshop staff to maintain work contracts. To do so, specialized equipment, raw materials, and staff must be obtained while remaining competitive in the market place. Most contracts are performed within

the sheltered workshop, an isolated segregated setting. Adults learn work skills which are not likely to generalize to other employment settings.

The assessment and training strategies used in the Moscow Model are not dependent on contract procurement, but rather use integrated community businesses. Focusing solely on assessment, training, and placement and not on contract procurement allows for non-traditional service providers to offer a variety of vocational services. Additional service providers would allow the adult to choose the type of program, training locations and techniques and the people who provide the training.

Fifth, career decisions are made based on experience rather than using written job descriptions and pictures. In the Moscow Model career exploration is conducted using center-based and community-based activities which allow adults to observe and shadow workers on jobs of interest to them. Other jobs which are frequently available and commensurate with their skills are also investigated. Through observation and interactions with the job site workers, adults are assisted in evaluating their skills compared to those needed to perform the job. Such a process allows adults to better understand the job requirements, the work environment, and co-workers, and supervisor's expectations, without having to depend on abstract information.

Sixth, long-term follow-up is provided as part of the placement services. The Moscow Model recognizes that if adults with moderate and severe handicaps are to be successful in integrated community job sites continuous support services are needed. For most adults support services are not necessarily needed for the original job tasks, but rather job responsibilities which are added later, schedule changes, equipment and material changes, or problems with co-worker relations.

Curriculum Phases

The project staff developed and implemented three curriculum phases. These are as follows:

Phase I. Assessment

Phase II. Training

Phase III. Placement and Follow-up

The steps of each curriculum phase and the outcomes are descibed below.

Phase I. Assessment

In the traditional model, assessment occurs in an isolated segregated setting generally using standardized worksamples or paper and pencil tests. This type of vocational assessment for adults with developmental disabilities infers three things. First, worksamples or aptitude tests can accurately predict local job performance. Second, the person being assessed can accurately evaluate and make

career choices without having experienced the job. Third, the skills and information learned while in assessment can be generalized to the natural settings.

The Assessment Phase used in the Moscow Model does not use standarized tests. In lieu of standardized tests community-based activities allow the adult to observe a variety of job sites; perform selected jobs tasks; and be assessed on jobs of interest.

The Assessment Phase consists of two components: career exploration and work exploration. Career exploration is conducted in an informal small group arrangement. Through the use of audiovisual and written materials information on the adult's vocational interests, extent of understanding of his/her vocational interests, and a list of jobs which additional information is needed before deciding is collected. With this information decisions about career preferences, initial placement sites, prefered working conditions and job characteristics, and training needs can be made. A complete listing of the career exploration activities is outlined in appendix A.

During work experience, adults tour jobs of interest to them and jobs about which they have little information. The adult observes and shawdows workers performing job tasks. Once familiar with the job, the adult performs the job tasks and is assessed using the job skill inventory process (see appendix B). Community-based work exploration confirms the adult's vocational interests, and prefered

working conditions and job characteristics and also assesses current skill levels. With this information decisions about the adult's physical and mental ability to perform the job, possible job site adaptations, and appropriate training strategies can be made.

An emphasis is placed on career and work exploration in the Moscow Model. In the Traditional model the sequence of activities is to assess, train and place. The sequence of activities of the Moscow model is career exploration, work exploration, assess, place, and then train. The difference is the traditional model does not provide an opportunity for the adult to make a job choice based on experience, but rather matches the adult's assessed skills with available jobs in the community or worshop.

Phase II. Job Training

The job training phase is used to collect data on the adult's job performance and progress. Using the job skill inventory process (Belmore, Brown 1978) the required job tasks and social skills are identified. Based on the adult's performance training objectives are written. The job trainer provides one-to-one training during the initial stages and gradually faded as the adult becomes more independent. The training strategies use modeling, verbal cues and prompts, gesturing, and physical assists. Based on collected performance data decsions are made about needed job adaptations, time spent in direct training, and adjustment of performance objectives. As a result of this information decsions about the need, type and

frequency of long-term follow-up can be made. A complete assessment plan, training goals, objectives, plan and resulting data is located in appendix C.

Phase III. Placement & Follow-up

Once the adult's progress plateaus, he/she is ready for placement. During the next sixty days the adult is considered in a placement status and the trainer provides needed support services. At the completion of the sixty days a decision is made about the need for long-term follow-up services. If long-term follow-up services are needed the adult is referred to and funded through the A/CDC.

Support services are provided based on the adult's individual needs. Long-term follow-up may include any services necessary to maintain the adult on the job. Services may include retraining of job tasks; training on new job tasks; adjustment to new work schedules, coworkers, equipment, or materials; job site adaptations; and transportation. The frequency and type of long-term follow-up is dependent on the adult, his/her supervisor, and the type of business. Performance data is collected, charted and reported.

Results

At the completion of the first project year twelve adults had participated in community-based career exploration, assessment, and training. Ten adults were placed on paid community-based jobs. One adult was placed on contract by the Colfax Hospital to perform microfilming, but was located at Palouse Industries Inc. Another adult was placed on a one year temporary paid community-based job. During the second year a total of 9 adults were placed by the staff of the replication sites. A complete description of adults and job sites is located in appendix D.

The results of the project are organized and reported in a data collection system developed by Timm Vogelsberg(1986). For the Moscow Model data was collected during a twelve month periond from September 1985 to August 1986. The data from the replication sites was collected from June 1, 1986 to June 2, 1987. Three primary categories are used: program data, individual data, and financial data.

Pragram data was collected on seven program measures. These are number of hours spent in evaluation, services coordination, job development, direct training, indirect training, observation, and follow-up. A complete definition on each measure is located in appendix E. The data is reported in Table 1 and represents the mean and range of hours for each measure.

Insert Table 1 Here

Individual data was collected on four seperate measures. These are pay per hour, gross wages per month, days worked per week, and hours worked per week. Table 2 illustrates the mean and range for each measure. Figure G illustrates and compares each adult's monthly earnings before and after their involvement with the Moscow project.

Insert Table 2 Here

Insert Figure G Here

Financial data was collected by Palouse Industries Inc. The data is based on the staff's involvement with 10 of the thirteen adults served by the project. Three expense categories were tracked: direct training staff, administrative staff, and operating costs. A total of 1,840 hours was recorded in direct training of the adults on jobs. Training staff spent in completion of necessary paperwork such as training plans and running case records totaled 487 hours. Time spent transporting adults or for the trainer to go from site to site

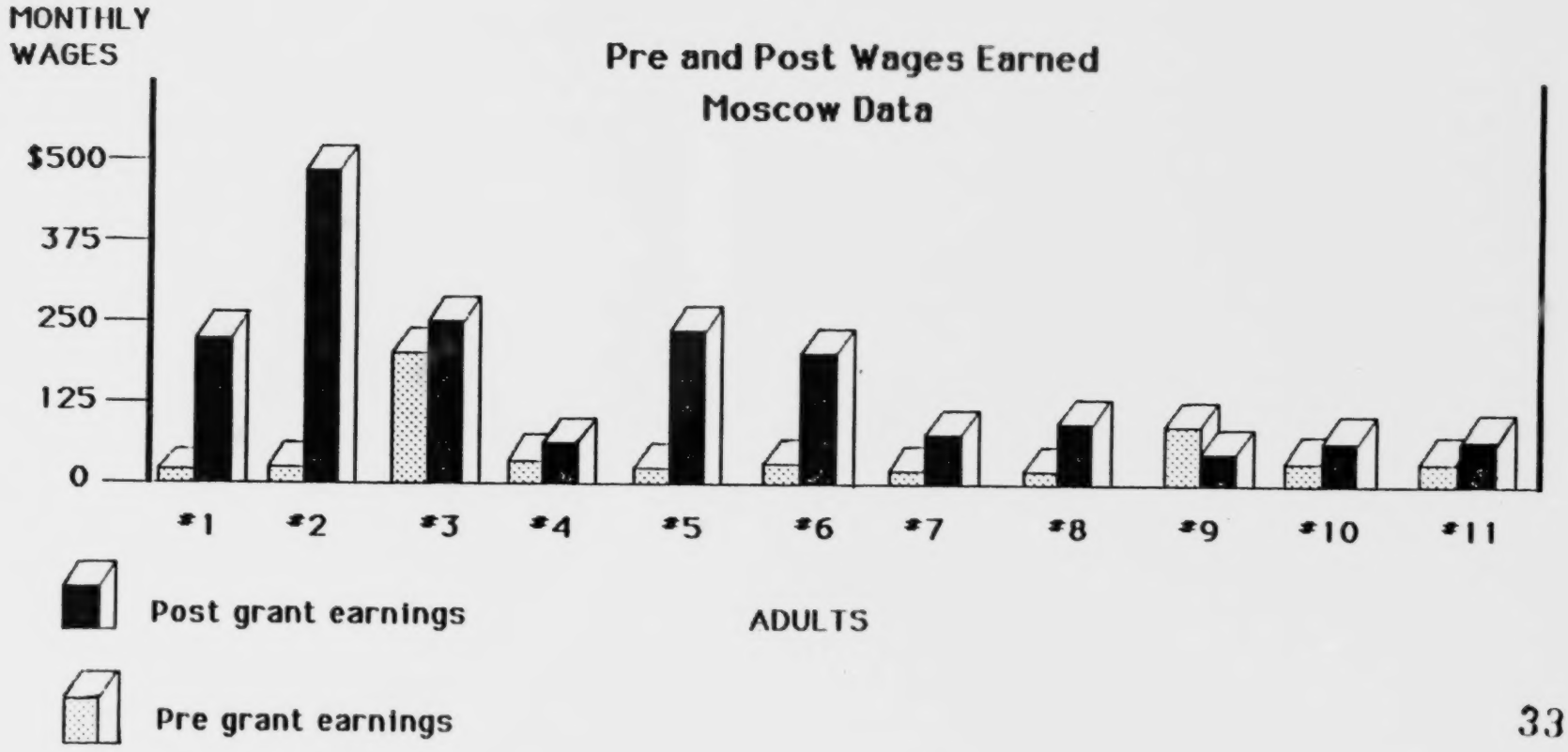
TABLE 1
PROGRAM MEASURES
NUMBER OF HOURS

	A/CDC	DWI	MOSCOW	TESH
COMM. BASED EVAL.				
N	1	3	13	1
MEAN	26	12.33	11.12	16
RANGE	NA	8 TO 17	8.5 TO 24.5	NA
SERVICE COORDINATION				
N	1	4	13	2
MEAN	125.5	9.63	1.17	16.75
RANGE	NA	5 TO 18.3	.37 TO 7	12.5 TO 23
JOB DEVELOPMENT				
N	1	3	12	2
MEAN	32.5	9.66	9.56	20
RANGE	NA	3.5 TO 16	1 TO 38.5	8 TO 32
DIRECT TRAINING				
N	1	4	11	2
MEAN	137	84.13	62.4	112.24
RANGE	NA	51.5 TO 105	16 TO 190	62.98 TO 161.5
INDIRECT TRAINING				
N	1	1	11	1
MEAN	28	9	13.75	2
RANGE	NA	NA	3 TO 13.75	NA
OBSERVATION				
N	1	3	11	2
MEAN	23	25.5	68.75	35
RANGE	NA	8 to 47	4 to 170	25 to 45
FOLLOW-UP				
N	1	3	4	0
MEAN	NA	5.33	1.2	0
RANGE	NA	4.5 TO 8	.5 TO 2.5	0

TABLE 2
INDIVIDUAL MEASURES

	A/CDC N=1	DWI N=5	MOSCOW N=12	TESH N=2
PAY PER HOUR				
MEAN	$3.50	$3.39	$3.23	$3.50
RANGE	NA	$3.35 TO 3.50	$1.67 TO 4.78	$3.35 TO 3.50
GROSS WAGES PER MONTH				
MEAN	$248.36	219.55	$140.32	$249.02
RANGE	NA	$134.00 TO 252.00	$6.70 TO 577.19	$189.00 TO 281.75
DAYS WORKED PER WEEK				
MEAN	4	5	3.5	3.83
RANGE	NA	4 TO 6	2 TO 6	2 TO 6
HOURS WORKED PER WEEK				
MEAN	29	14.56	12.78	17.83
RANGE	NA	8 TO 18	2.5 TO 22	12 TO 21

FIGURE 6


MONTHLY
WAGES
Pre and Post Wages Earned
Moscow Data
$500
375
250
125
0
#1
#2
#3
#4
#5
#6
#7
#8
#9
#10
#11
ADULTS
Post grant earnings
Pre grant earnings

was 274 hours. Transportation costs included both staff reimbursement for mileage and the cost for adults to us a van equiped with a wheel chair lift. Administrative staff time was allocated by the percentage of adults being served by the project. General operating expenses was also allocated by the percentage of adults being served. The total cost reportedly encurred by Palouse Industries Inc. during the project year to serve 10 adults in community-based supportive employment was $30,587.00 or approximately $55.50 per service day. A complete listing of expenses and formulas used is located in appendix F.

APPENDIX A

CAREER EXPLORATION

LESSON PLAN

SESSION I - INTRODUCTION AND PERSONAL INFORMATION FORM

BEHAVIORAL OBJECTIVE:

1. The adults will be able to explain what Career Exploration is and its purposes.

2. The adults will be able to complete a personal information form.

OBJECTIVE/PURPOSE:

To introduce the adults to Career Exploration, and to have them complete a personal information form as a reference for filling out job applications.

MATERIALS:

1. Personal information forms and overhead
2. Pencils
3. Syllabus and overhead

PROCEDURES:

I. Introductions

II. Career Exploration

A. Definition
B. Purpose/Goal

III. Review Syllabus Dates (overhead)

IV. Personal Information Forms

A. Explain the form (overhead)
B. Explain that the form must be typed
1.Adults need to ask parent or trainers for help if necessary
C. Date when form must be completed

V. Review Next Session

A. Date and time
B. What to bring

PERSONAL INFORMATION

NAME:_____ PHONE NUMBER:_____

ADDRESS:_____

SOCIAL SECURITY NUMBER:_____

DATE OF BIRTH:_____ AGE:_____

EMERGANCY CONTACT

PERSON:_____RELATION:_____

ADDRESS:_____ PHONE:_____

HIGHEST GRADE COMPLETED 1 2 3 4 5 6 7 8 9 10 11 12 12+

PHYSICAL ACTIVITIES YOU CAN NOT DO:_____

_____

_____

MEDICAL INFORMATION:_____

_____

REFERENCES:

NAME	ADDRESS	PHONE

PAST WORK HISTORY:

EMPLOYER	ADDRESS	DATES	JOB DESCRIPTION

LESSON PLAN

SESSION 2 - WORK OBSERVATION FORM

BEHAVIORIAL OBJECTIVE:

After viewing 3 videotaped work sites the adults will be able to complete 3 work observation forms.

OBJECTIVE/PURPOSE:

To practice using the work observation forms before having to fill one out when observing an actual work site.

MATERIALS:

1. Work observation forms
2. Work observation overhead
3. Overhead projector
4. Video machine/TV viewer
5. Pencils

PROCEDURES:

I. Introduction

- A. Review overall goal of career exploration
- B. Objective for Session 2
- C. Explain work observation
- D. Work observation forms
  1. Explain form
  2. Purpose
     - a. identify different job characteristics
     - b. identify likes/dislikes about jobs
     - c. identify critical skills needed for job

II. First video taping

- A. "Walk through" work observation form on overhead
- B. Watch video
- C. Complete form on overhead
- D. Questions/Answers

III. Second video taping

- A. Pass out two work observation forms to each individual
- B. Watch video and fill out information on form
- C. Questions/Answers

IV. Third video viewing

- A. Watch video and complete form
- B. Questions/Answers

V. Summary

WORK OBSERVATION FORM

NAME: _____

PLACE: _____

DATE: _____

WHAT KIND OF WORK WAS THE PERSON DOING?

_____

_____

_____

_____

_____

WORKING CONDITIONS:

1. WHO WOULD YOU WORK WITH? _____

_____

ALONE_____

WITH SOMEONE_____

2. WHERE WOULD YOU WORK? _____

_____

INSIDE_____

OUTSIDE_____

3. WHAT KIND OF PHYSICAL ACTIVITIES WOULD YOU DO? _____

_____

LIFT_____ CARRY_____ STANDING_____

BEND_____ SITTING_____

4. TELL ABOUT THE JOB AREA_____

_____

_____

IS IT: QUIET _____ LOUD_____

DIRTY_____ CLEAN_____

5. WHAT ARE THE JOB HOURS?_____

MORNING_____

AFTERNOON_____

NIGHT_____

QUESTIONS YOU WOULD LIKE TO ASK ABOUT THE JOB.

_____

_____

_____

_____

_____

_____

_____

LESSON PLAN

SESSION 3 - WORK OBSERVATION

BEHAVIORAL OBJECTIVES:

1. The adults will be able to identify three job sites in the community that they would like to observe.

2. The adults will be able to look up the addresses of the three job sites they choose to observe and write them down.

3. The adults will be able to decide what kind of transportation will be needed to get to work.

OBJECTIVE/PURPOSE:

To introduce different jobs in the community that will familiarize the adults with various types of employment.

MATERIALS:

1. Slide projector with slides of work sites
2. List of work sites for adults to sign their name to where they would like to observe
3. Pictures of jobs
4. Chalkboard
5. Work site form
6. Phone books
7. Paper and pencils

PROCEDURE:

I. Explain procedure of events

   A. Job site observation
   B. How we will choose the sites

II. Show Slides

   A. Questions
      1. What kind of activities would you have to do at this job?
      2. Can you think of any other jobs you would like to see?

B. Choose job sites to observe
   1. Write name on work site form
   2. Fill out work site form

III. Break up into three groups, then rotate

A. Group 1 - Laundry / Housekeeping / Janitorial
B. Group 2 - Stocking Shelves
C. Group 3 - Food Prep
D. Group 4 - Busing Tables
E. Group 5 - Clerical
F. Group 5 - Dishwashing

IV. Collect worksite forms

V. Discussion of transportation

VI. Discuss next session

WORK SITES IN THE COMMUNITY

1. JOB TITLE: _____

   NAME OF WORK PLACE: _____

   ADDRESS: _____

   PHONE: _____

2. JOB TITLE: _____

   NAME OF WORK PLACE: _____

   ADDRESS: _____

   PHONE: _____

3. JOB TITLE: _____

   NAME OF WORK PLACE: _____

   ADDRESS: _____

   PHONE: _____

LESSON PLAN

SESSION 4 - APPROPRIATE SOCIAL SKILLS

BEHAVIORAL OBJECTIVES:

1. To be able to learn appropriate social skills when out on a work observation watching someone do their job.

2. To be able to discuss why it is important to have appropriate social skills.

3. To be able to distinguish between appropriate and inappropriate behaviors.

OBJECTIVE/PURPOSE:

1. To introduce appropriate social skills when observing a work site.

MATERIALS:

1. Chalkboard - appropriate social skills will be written on chalkboard.
   A. Introducing yourself
   B. Asking appropriate question about the job.
   C. Eye contact
   D. Nodding head
   E. Body position
   F. Showing appreciation
   G. Grooming

2. Pictures of appropriate and inappropriate dress and greetings.

3. Video tape
   A. Appropriate social skills
   B. Inappropriate social skills
   C. Appropriate and inappropriate social skills

4. Hand out sheet on appropriate social skills when observing on a worksite or for an interview.

PROCEDURE:

I. Introduction
   A. What we are going to do today is learn about appropriate social skills when you're out on a work observation watching someone doing their job.
   B. What does appropriate social skills mean?
   C. Why is it important to have appropriate social skills?
   D. What are some appropriate social skills you would use when you're out on a job watching someone work? (List on board)

E. What are some inappropriate social skills?
F. How would you dress when you're on a work observation or interviewing for a job?
G. Here are some pictures of someone dressing appropriate and someone dressing inappropriate for work observation or an interview. What I want you to do is tell me which person is dressed appropriate.
H. When you greet an employer at work, which greeting is appropriate?

II. Roleplaying

A. Envelope stuffing

1. What were the appropriate social skills?

III. Video Tape

A. Appropriate social skills.

1. Stop tape and ask the adults what were the appropriate social skills on this tape.

B. Inappropriate social skills.

1. Stop tape and ask the adults what were the inappropriate social skills.

C. Appropriate and inappropriate social skills.

IV. Review

A. What have you learned today?

B. Hand out sheet on appropriate social skill, go over with adults.

C. Talk about work observation next week, and what materials they need to bring.

D. Thank you for coming.

APPROPRIATE SOCIAL SKILLS

Here are some appropriate social skills needed when you go to a work observation site. These social skills are also good to use on interviews, talking to friends and meeting new people.

1. Introducing yourself
2. Asking appropriate questions
3. Eye contact
4. Nodding head
5. Body position
6. Showing appreciation
7. Grooming

LESSON PLAN

SESSION 5 - FINAL CAREER EXPLORATION

BEHAVIORAL OBJECTIVE:

The adults will each be able to put together a notebook containing a resume, a personal information form, a list of 4 job sources, and a completed sample application.

OBJECTIVE/PURPOSE:

To make a notebook that can guide the individuals in future job hunting and give them a reference of past work history.

MATERIALS:

1. Notebooks
2. All information gathered during Career Exploration
3. Hole reinforcers
4. Hole punch
5. Slides and slide projector

PROCEDURES:

I. Review/Wrap-up

Discuss:
A. Things you have done in Career Exploration
B. Job Sources
D. Application
E. Interview

II. Discuss Job Experiences and Progress

A. Voluntary initiation
B. Positive feedback from instructors

III. Notebook

A. Resume
B. Personal Information
C. Job Sources (must have 4)
D. Sample application filled out and completed

IV. Questions

V. Slide Show

Worker Interview

Career Interests

1. What kinds of jobs are you interested in? _____

2. Which of these jobs is the one you would most like to do?

   First Choice: _____

   Second Choice: _____

   Third Coice: _____

3. What kind of work would you not like to do? _____

Skills

1. What would an employer like about you? _____

2. What would an employer not like about you? _____

3. Do you have any skills you learned in school or elsewhere that would help you on a job?

Notes

Interviewed By: _____ Date: _____

WORK ADJUSTMENT PLAN

GOAL 3: Person will be able to demonstrate job seeking skills.

OBJECTIVE 1: Given the local community, person will independently obtain and complete three employment applications with 100% accuracy.

METHOD: Trainer will demonstrate how to obtain and fill out an application.

OBJECTIVE 2: Given a resume style, person will gather necessary information and prepare a resume independently with 100% accuracy.

METHOD: Trainer will provide examples of resumes and practice situations for writing a resume.

OBJECTIVE 3: Given the local community, person will obtain applications and information on four different job openings with 100% accuracy.

METHOD: Trainer will demonstrate how to obtain job information for the local community.

OBJECTIVE 4: Given a contact person, person will contact, schedule and participate in an employment interview with 100% accuracy.

METHOD: Trainer will provide practice situations on how to contact, schedule and participate in an interview.

COMPLETION DATE:

PERSON RESPONSIBLE:

Name _____

Date _____

Job Listings

Job Source: _____

Job Title: _____

Location: _____

Salary: _____

Schedule: _____

What you would do: _____

_____

_____

_____

_____

JOB SOURCE LIST

1. Yellow pages of the telephone book
2. Newspaper want-ads
3. Job Service
4. Job Service Hotline
5. Family/friends
6. Community bulletin board
7. Chamber of Commerce

APPENDIX B

JOB SKILL INVENTORY PROCESS

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A job skill inventory strategy designed for severely handicapped potential workers

Ken Belmore
Lou Brown

Unfortunately, many people have limited expectations of the ultimate vocational capabilities of severely handicapped workers. These generally low levels of expectation are particularly noticeable when compounded by many other social, economic, and emotional reactions to the severely handicapped—especially when they compete for jobs that are generally reserved for nonhandicapped workers.

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A modified version of this paper is presented in Brown, L., Certo, N., Belmore, K., & Crowner, T. (Eds.), *Madison's alternative for zero exclusion: Papers and programs related to public school services for secondary age severely handicapped students. Vol. VI, Part I.* Madison, Wisc.: Madison Metropolitan School District, 1976. Pp. 143–219.

Historically, many reasons have been offered to explain why the severely handicapped were not considered members of the competitive labor pool. The first is that jobs are limited for nonhandicapped workers; since they require fewer accommodations, they should be given priority. Second, in many situations, the general vocational performance of mildly handicapped workers has not been overwhelmingly successful. Thus it is argued that if mildly handicapped workers have failed in a particular vocational setting, severely handicapped workers cannot be expected to succeed. Third, severely handicapped students have rarely manifested the general developmental repertoires necessary to function effectively in all but the most banal and sheltered vocational environments. Fourth, it has been assumed that nonhandicapped workers, for a variety of reasons, would resist working on the same job with the severely handicapped.

Those people primarily responsible for the long-term development of adult functioning skills of severely handicapped students are aware that all people are equal. They are also aware, however, that on selected dimensions, some persons are "more equal" than others. Only after a long, hard struggle will our society offer handicapped and nonhandicapped workers equal employment opportunities. In addition, those directly responsible for the development of the severely handicapped are aware that most of the effort, glamour, and resources of the human services movement have historically been focused on securing competitive employment and semisheltered private and civil service employment for the *mildly* handicapped. These factors have often discouraged direct training personnel from creative attempts improving programs for more significantly impaired people.

It is becoming increasingly obvious that we cannot wait for a more favorable "employment climate" before we design educational services that contribute to the development of marketable vocational skills in the severely handicapped. Indeed, we would be remiss if we did wait; because in the near future, severely handicapped adults will function in heterogeneous public communities all over the nation. In other words, people who work with severely handicapped students are responsible for developing the maximum number of vocational skills and employment opportunities, however remote competitive employment appears. If educators can provide severely handicapped students with marketable work skills, and these students in turn can demonstrate on-the-job success, more and more people will eventually develop higher and higher levels of expectation. This chapter presents a job inventory strategy that may be helpful toward that goal.

Reasons for Using the Job Inventory Strategy

There are literally thousands of skills, attitudes, and values that contribute to the sustained vocational success of any worker. However, for several reasons, the primary focus here will be on selected factors in the work environment that seem basic and vital to the success of severely handicapped workers.

First, we assume that before public school personnel can teach vocational skills and before severely handicapped students can be hired as workers, we need to be able to analyze jobs potentially available to severely handicapped workers. There are

many job analysis techniques available that have varying degrees of applicability to the training and employment of the severely handicapped. However, to our knowledge, there is no valid vocational assessment instrument for use with severely handicapped students. Because educators must now assume the responsibility for developing the adult functional skills of severely handicapped students, it is imperative that we design relevant strategies for delineating the vocational and related skills severely handicapped students must acquire.

Second, by focusing upon only selected topics, the process necessary to develop functional vocational preparation models and curricula for use in public schools will be initiated. One step would be to conduct relatively precise skill analyses of specific community jobs for which severely handicapped students might be trained.

Job analyses should produce reasonably comprehensive listings of many of the subskills required for successful performance on a variety of specific jobs. In effect, using a job skill inventory might involve listing subskills and other related job requirements found by observing workers performing actual jobs. Subsequently, this information can be compared to existing curricula to determine the discrepancies between the general skills repertoires required to perform successfully on actual jobs and the skills generated by existing programs. Thus curricula can be modified to teach appropriate and necessary vocational skills.

The strategy of assessing the differences between workers and jobs is not novel. However, we suspect that the problems of severely handicapped students mandate a degree of precision and comprehensiveness in job analysis that is not required for the less handicapped.

Third, the skill inventory strategy may produce precise job criteria that can be made available to workers, parents, teachers, and employers. Thus, from a precise evaluation of a particular job, employers can determine the specific skills needed. Teachers and parents can determine the specific skills in the student's current repertoire, and the skills that must be taught. Potential workers and their parents can be given precise information regarding realistic probabilities of employment in a particular job.

Fourth, a cluster of precise inventories might provide vital information to teachers of *young* severely handicapped students by delineating many skills necessary for later successful performance on a variety of jobs. Undoubtedly, many concrete skills will reoccur in many inventories; those core skills and attitudes could be incorporated into the educational curricula for young students.

Precise skill inventories will help list the specific criteria necessary for successful job performance. With this vital information, teachers can design and implement instructional programs that systematically build the vocational skill repertoires to acceptable community criteria. Without actual job performance criteria, teachers can only *infer* the performance criteria a worker will need when actually placed on a job.

Basic Assumptions of the Job Skill Inventory Strategy

There are at least four basic assumptions that relate to the use of job skill inventory strategies with severely handicapped students. First, we assume that

successful and durable performance on a job is just as much a function of transportation, social, emotional, and health maintenance skills as it is a function of the ability to perform specific job tasks. Therefore, those responsible for the vocational preparation of severely handicapped students need to insure that the students also acquire and maintain the social-vocational-domestic-leisure skills necessary to function as independently as possible in adulthood.

Second, a teacher cannot make inferences about the performance of severely handicapped students the way he can about mildly handicapped students. That is, it must be empirically demonstrated that severely handicapped students have the skills to function in *natural* vocational settings. If severely handicapped students are taught to perform successfully on simulated or even actual tasks in public school buildings, teachers cannot assume that those students will perform the same tasks appropriately in natural work settings. If severely handicapped students perform acceptably for 3 hours per day, it may not be safe to assume that they will perform acceptably for 40 hours per week indefinitely.

Third, if the severely handicapped students progressing through our school systems now are to be better prepared than their predecessors, massive changes in traditional public school practices will be necessary. Public schools must systematically develop service models that provide for the career education needs of severely handicapped persons.

Since all skills required of a particular job cannot be included in any inventory, and since some job skills do not lend themselves readily to verification, an inventory can only relate to selected skill clusters. Hopefully, the inventory can be used to assist in analyzing the skill areas minimally essential for satisfactory work performance on a particular job. The inventory strategy may evolve substantially as we accumulate more experience with the long-term vocational development of severely handicapped students. All these reasons have convinced us of the utility of an inventory strategy.

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INVENTORY OVERVIEW

The inventory that follows was developed after close observation of several potential jobs appropriate for severely handicapped workers in Madison, Wisconsin. Initially, attempts were made to record performance standards for these jobs through the compilation of anecdotal data. It soon became apparent, however, that anecdotal data did not provide the precision necessary for later instruction. In addition to anecdotal data collection, inventory procedures designed for *mildly* handicapped workers were studied. However, most of these inventories were too general and did not permit the precise evaluation of individual work environments. Thus, it was decided to generate a job skill inventory with at least local functional utility.

The job skill inventory is divided into three major sections:

I. General information;
II. Specific skill requirements of the job under analysis; and
III. Supportive skills and other information required.

The sections are sequenced so that completion of the first section provides essential information for the next. For example, a critical question within Section I asks if a severely handicapped student will be hired by an employer. Obviously, if there is no chance for eventual employment, completion of the inventory and later instruction for the job would have little utility.

Another feature of the inventory is that it seems to be applicable across various jobs, from highly complex jobs, such as dishwashing, to more rudimentary jobs, such as the delivery of advertising. While the range of skill difficulty for these jobs is wide, all areas covered have been found to be critical for overall successful performance. In fact, there has been no attempt to set priorities for items within the inventory.

Finally, attempts have been made to comprehensively relate to the work day of a severely handicapped worker. Sections of the inventory describe essential daily requirements: clothing, lunch preparation, transportation, work preparation, tasks of the job itself, breaks, completion of job tasks, and going home from work. In addition, the inventory details areas that frequently prevent severely handicapped students from working competitively. The inventory sections concerned with interpersonal skills, weights carried, and supervision and fellow workers deal with those components of a job that sometimes prove unusually difficult for severely handicapped workers.

AN OUTLINE OF THE MADISON JOB SKILL INVENTORY

I. *General information*
   - A. Reasons why severely handicapped students are considered for this job
   - B. A general description of the job
   - C. A general description of the work setting
   - D. A general description of the social environment
     1. Information related to fellow workers
     2. Information related to supervision
     3. Information related to special contingencies of the employer

II. *Specific skill requirements of the job under analysis*
   - A. A listing of the basic physical/sensory motor skills required
   - B. A listing of the basic interpersonal skills required
   - C. A listing of the basic language skills (verbal and nonverbal) required
   - D. A listing of the basic functional academic skills required
   - E. A listing of the basic machine and tool skills required
   - F. A listing of the basic hygienic skills required

III. *Supportive skills and other information required*
   - A. Transportation skills required
   - B. Skills related to work preparation
   - C. Basic money-management skills required
   - D. Time-telling and time-judgment skills required
   - E. Health code requirements
   - F. Informed consent and legal requirements

EXPANSION

I. General Information.

A. *Reasons why severely handicapped students are considered for this job.* Specific reasons why the resources of the educational community should be focused toward training severely handicapped students to function in a particular job should be presented. The major purpose is to show that a return for the educational investment is probable. Thus, it is suggested that at least the following questions should be answered. (Obviously, if the answers to any of the questions are negative, it is incumbent upon the educational community to provide the training and other accommodations necessary to generate affirmative answers.)

1. Has a severely handicapped person ever functioned effectively on this particular job or a closely related job?
2. Has the job been performed successfully by *mildly* handicapped workers?
3. Does a task analysis of the job suggest that the components can be taught to an available severely handicapped student?
4. Contingent upon successful work-study performance, will a severely handicapped student be hired by the employer?
5. Is the job site accessible (transportation) to a severely handicapped worker?

B. *A general description of the job.* The general description of the job should precisely state the components of the job tasks under analysis. The purpose is to provide an overview of the job that presents the specific job task, work hours, and performance criteria. Hopefully, the general description will provide a teacher with an initial list of the rudimentary requirements of a particular job. A minimal list of what might be included in the general description is as follows:

1. A succinct task analysis of the job should be included. The analysis should include at least the 10 to 20 basic steps necessary for successful job performance. The task analysis should also include the following items:
   a. A description of skills that are not part of the sequence described in the task analysis. For example, there may be special cleaning duties to be performed during slack period.
   b. A precise description of basic performance criteria: This description should include information pertaining at least to rate, accuracy, error tolerance, duration, latency, and intensity, as they are relevant.
2. Required work hours per day and per week, days off, overtime, scheduled breaks, and so on, should be described.
3. Products produced should be described.

C. *A general description of the work setting.* A general description of the work setting contains vital information necessary for determining the physical conditions under which a worker will be required to function. Without this information, teachers might train potential workers in simulated settings that do not accurately represent the

settings in which the workers will ultimately perform. It is suggested that at least the following information be gathered.

1. The description of the work settings should include relevant aspects of the entire physical plant and a more detailed description of specific work areas pertaining to the job.
2. When appropriate, the description of the work setting should include a diagram of crucial work areas.
3. The description of the work setting might also include a summary of environmental changes required. For example, instances when a worker must move from one room to another or go from within a building to the outside should be presented.

D. *A general description of the social environment.* The description of the social environment should highlight the nature and extent of social interactions required. Obviously this component can list only a sample of possible social experiences. This description should cover three subcomponents: (1) fellow workers, (2) supervision, and (3) special contingencies of the employer.

1. *Information related to fellow workers.* Visible characteristics of fellow workers should be described in detail. Specifically, the age, sex, daily attire, hair length, duration of employment, and if available, direct statements made by fellow workers concerning the employment of severely handicapped workers should be investigated.
2. *Information related to supervision.* The type(s) and amount of supervision typically provided to workers of the job being assessed should be described in the form of at least the following:
   a. The number of visits a supervisor makes to the work station during specified time intervals;
   b. The number of direct commands issued by a supervisor during given time intervals;
   c. A list of the actual direct commands issued;
   d. The number of supervisors who will relate to the worker in question.
3. *Information related to special contingencies of the employer.* Special directives or rules made by an employer that are applicable to all employees should be listed. Specific stipulations might include the following:
   a. The employer might prohibit gum chewing or smoking;
   b. The employer might stipulate certain hair lengths or the use of hair nets;
   c. The employer probably has set procedures concerning absences, breaks, holidays, compensatory leave, and covering for the absence of fellow workers;
   d. The employer may set aside certain areas for taking breaks, using vending machines, or smoking.

II. *Specific Skill Requirements of the Job under Analysis*

Each work skill should be listed and described in detail. From information secured here, teachers and employers often make the most critical evaluations of an individual's readiness for work. This information is also vital for planning and

implementing instructional programs that will teach specific work skills that an individual student does not yet have.

A. *A listing of the physical/sensory-motor skills required.* The important motor skills required of the worker should be listed. There are hundreds of motor activities required by even the most rudimentary job. However, it is essential that the job assessor and the employer select crucial motor skills. A specific physical-motor skill investigation should relate to at least the following:

1. The quantity of weights lifted and the distance the weights must be carried by the worker should be determined. A precise description of items carried should also be included.
2. Any unusual visual or auditory demands placed upon the worker should be described.
3. The amount of time the worker is required to stand and/or sit while performing work-related duties should be described.
4. Each physical demand deemed crucial should be described in behavioral terms. For example, if emptying the trash is required, then the description of this activity should include:
   a. Characteristics of trash cans and dumpsters;
   b. Weights and distances involved;
   c. Assistance provided or not provided.

B. *A listing of the basic interpersonal skills required.* This is closely related to the social environment description discussed earlier. Hopefully, however, this component will provide more detailed lists of the specific cues and responses involved in the job under investigation. Specific basic interpersonal skills should include at least the following:

1. There should be a list of the specific actions required after direct statements or commands are made by a supervisor.
2. The job assessor should describe the number and type(s) of social interactions conducted among fellow workers. Specifically, the assessor should determine:
   a. Which interactions are crucial to the job performance;
   b. Which interactions facilitate social success but are not crucial to job performance.
3. Lunch breaks and restroom breaks should be described. Specifically, the assessor should record:
   a. Whether or not the worker regulates the lunch break;
   b. A description of the employee eating areas and restrooms.
4. The procedures a worker must use to find additional work when assigned tasks are completed should be determined.
5. Attempts should be made to determine the frequency and types of unexpected social interactions that occur at given intervals. Specifically, there should be a description of:

a. The number and types of occasions when a worker is expected to greet new acquaintances;

b. The number and types of occasions when a worker interacts with the public.

C. *A listing of the basic language skills required.* Language skills are as crucial to successful performance as motor skills. Language skills will facilitate direction following and social interaction, as well as confidence in handling normal daily work requirements and unexpected situations. Within a job skills inventory, the following language requirements should be delineated:

1. The assessor should determine the required direction-following skills. Specifically, it should be noted whether one-, two-, or three-component directions are given by supervisors and/or fellow workers.
2. The assessor should list those nouns, adjectives, prepositions, and verbs specific to the job under investigation.
3. The assessor should determine required expressive verbal and nonverbal language skills.

D. *A listing of the basic functional academic skills required.* Frequently, vocational and academic skills are not taught in situations where these crucial skills are functional. Specific academic skills, however, can be pinpointed as essential to particular jobs. Thus, the functional academic section of an inventory could include the following:

1. The assessor should list the required reading, math, and writing skills, as well as any necessary telephone-use skills.
2. The assessor should describe essential categorization and discrimination skills.
3. The assessor should note any critical short-term memory requirements.

E. *A listing of the basic machine and tool skills required.* In addition to specifying physical-motor demands, the assessor should describe the range of machine and tool requirements. In this component, even the most rudimentary tools, such as a broom, as well as the more obvious machinery, such as a dishwasher, should be described.

F. *A listing of the basic hygienic skills required.* In this component, specific body care requirements should be described. These requirements might include body and clothes cleanliness, deodorant use, the use of hair nets, and shaving demands.

III. Supportive Skills and Other Information Required

There are probably several skill areas that do not pertain directly to the job under investigation but that are crucial to successful job performance. The following four skill areas could fit into this category: (1) transportation skills, (2) work preparation skills, (3) basic money management skills, and (4) time telling and time judgment skills. In addition, there are at least two other information clusters that must be considered: health code requirements and informed consent and legal requirements.

A. *Transportation skills required.* Without an independent method of getting to and from work, a severely handicapped worker probably will not be successful vocationally over an extended time period. Even if the worker is provided transportation by his parents or by his residential supervisors, job security would be a direct function of transportation resources. There are at least four methods or combination methods of independent travel that do not rely on "helpful others" and are available to severely handicapped workers: public buses, public taxis, bicycles, and walking. Thus the transportation skills component of the inventory should detail the skills required by these travel methods.

1. The distances to and from work and to and from locations the worker will be traveling should be described.
2. The transportation modes the worker will be using regularly should be precisely described
3. Alternative methods of transportation open to the worker in the event that the primary source is unavailable on a given day should be presented.

B. *Skills related to work preparation.* Many severely handicapped students do not make advance plans concerning the clothes they will wear and, in many cases, what and where they will eat in a given day. One primary reason for this inability is that most severely handicapped persons are taught to leave day-to-day planning decisions to "helpful others." However, if severely handicapped students are to function successfully in vocational settings, they must be taught skills related to independent work preparation. For too long, severely handicapped students have arrived at sheltered workshops oddly dressed and either without sack lunches or money to purchase lunch. While such skill deficits may be tolerated by persons instructing severely handicapped students, this tolerance may not be available in more competitive job settings. Thus, it is suggested that at least the following work preparation skills be developed:

1. At least the following specific clothing requirements of the job under investigation should be determined:
   a. Clothing requirements specific to the job itself should be described. If uniforms are required, the person responsible for providing and maintaining uniforms should be determined.
   b. The clothing requirements acceptable for getting to and from work should be determined.
   c. Clothing preparation skills should be delineated. That is, laundry skills and color combination skills should be determined.
2. The work preparation component should describe daily lunch and break requirements. Minimally the following questions should be answered:
   a. The amount of time the severely handicapped worker will be given to eat and, specifically, where lunch will be eaten should be described.
   b. The lunch options available to the worker should be listed. That is, the skills necessary to use brown bags, vending machines, or lunch counters should be delineated.

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c. Who will prepare a sack lunch and what alternative preparation plans are available should be described.

d. Whether or not bagged lunches will require refrigeration should be determined.

C. *Basic money management skills required.* Often severely handicapped persons have much of their financial business "taken care of" or handled by "helpful others." However, with the development of sheltered workshops, the notion of remunerative income for productive severely handicapped workers has surfaced. Most supervisors recognize the right of the severely handicapped employee to manage certain portions of his or her income. It should be stressed, however, that competitive severely handicapped workers will need more comprehensive money management skills than many sheltered workshop employees. In competitive job settings, unscrupulous individuals could exploit severely handicapped workers. In addition, severely handicapped workers probably will not find the daily financial assistance previously available from others. Thus, it is crucial that basic money management skills be developed. Minimally the following skill clusters should be addressed:

1. The severely handicapped worker, the teacher, and parents should determine jointly the ways in which the worker will spend the new income.
2. The amounts of money the severely handicapped worker will need on a daily basis and for what purposes should be determined.
3. The method through which the severely handicapped worker will be paid should be determined.
4. How the severely handicapped worker will cash the check, and the type of assistance the worker's bank provides to handicapped patrons, should be determined

D. *Time telling and time judgment skills required.* Time-telling skills are being taught in classrooms for severely handicapped students. However, time judgment skills, or the abilities necessary to pair environmental events with specific daily time periods, are often not addressed in classrooms, but are often critical to successful job performance. Therefore, the following issues should be addressed to determine precisely the time skills needed for the job under investigation:

1. The degree to which the severely handicapped worker will need to tell time should be determined. Will the worker need to determine time to minute, 5-minute, or 30-minute intervals?
2. The critical events directly related to the job and the time of those events should be determined.
3. The nonjob events, such as lunch, which the severely handicapped worker will need to pair or match with specific daily time periods should be listed.
4. The time a worker will need to leave home in order to arrive at work on time should be determined.
5. Alternative time-telling strategies available to a severely handicapped worker who does not have skills suggested in 1–4 above should be described.

E. *Health code requirements.* The final two components of the job inventory, *health code requirements* and *informed consent and legal requirements*, do not directly involve specific skills of severely handicapped workers. However, state and local laws and ordinances must be honored. Thus, within the domain of health code requirements, the following questions should be addressed:

1. The types of specific physical exams required of workers for the job under consideration should be determined.
2. Required vaccinations should be determined.
3. If the severely handicapped worker is being considered for food service work, the requirements concerning restroom use and handwashing should be delineated.

F. *Informed consent and legal requirements.* The worker's teacher or advocate should investigate the following questions:

1. Will the severely handicapped worker need a work permit? If so, what steps will be necessary to procure one?
2. Does the severely handicapped worker have a Social Security card? Will the worker's income jeopardize Social Security benefits he or she is currently receiving?
3. Under what guardianship rules is the severely handicapped worker functioning? Who should provide legal permission *before* the severely handicapped student accepts employment?
4. Will the severely handicapped worker be protected by Workman's Compensation in the event of injury if he accepts the job under investigation?
5. Will the employer of the severely handicapped worker require bonding or other insurance?
6. Will the employer of the severely handicapped worker require the worker to attend orientation meetings? Can an advocate attend this meeting with the worker?
7. *Has the severely handicapped citizen given consent to work on the job under investigation?* Along with assessment of job skills, the question of whether or not the severely handicapped citizen indeed does want the job he is offered must be determined accurately.

In the next section, the job skill inventory strategy described above is applied to a job often available to severely handicapped workers, dishwashing in a public restaurant. The inventory as presented here will not be appropriate for all potential jobs or for all workers. There will be skill clusters added to or deleted from the inventory as different jobs and workers are studied. The degree of adaptation necessary to accommodate the unique characteristics will vary within and between individuals. Nonetheless, it does appear that the strategy has utility and should be developed further.

SELECTED SKILLS AND RELATED INFORMATION FOR COMPETITIVE FUNCTIONING AS A DISHWASHER*

I. *General Job Characteristics*

A. *Reasons why severely handicapped students were considered for this job*

*Appreciation is expressed to Stephen Skolasky, Assistant Supervisor of Rennebohm cafeteria in Madison, without whose assistance and cooperation this project could not have been undertaken.

There were several factors suggesting that the cluster of skills required of a dishwasher by a local company was within the repertoires of several severely handicapped students in the Madison Metropolitan School District

1. To our knowledge, no severely handicapped student in Madison Public Schools had functioned previously in a competitive dishwashing position. However, several severely handicapped students had worked as assistant food service personnel in public school settings on a regular basis.
2. It had been determined that *mildly* handicapped workers had performed in similar settings successfully with the employing company for as long as 10 years.
3. When a task analysis of this job was completed, it was judged by teachers that selected severely handicapped students currently possessed many dishwashing skills and that those skills not possessed could be acquired within a reasonable period of time.
4. The potential employer was willing to employ individual severely handicapped students on a part-time basis, provided those students were trained and supervised by school personnel.
5. The public restaurant where dishwashers are employed was within walking distance of a local group home where severely handicapped students lived.

B. *A general description of the job*

Described below are the basic components that hopefully convey the routine cluster of skills performed by the dishwasher (D). This task analysis is divided into four major areas.*

I. *Home preparation for work*

a. D will launder, iron, and select his/her next day's clothing the night before going to work.
b. D will prepare his/her sack lunch and prepare the money for work at least one hour before leaving for work.
c. D will decide upon his/her outer garments for work at least one-half hour before leaving for work.
d. D will leave his/her group home and walk to the Rennebohm cafeteria in the Newspapers Building 30 minutes prior to the time he/she is due at work.

II. *On site worker preparation*

a. D will enter the work facility and walk to the cafeteria area.
b. D will remove his/her coat. If male, he will remove his shirt and put on his working uniform that includes a white cap, a white shirt, and a white apron. If female, the dishwasher will put on her hair net and white apron.
c. D will walk to the restroom and wash his/her hands.
d. D will load soap into the dishwashing machine.
e. D will go into the restaurant dining area with a bucket of soapy water, a

*The task analysis used in this inventory was, for the most part, developed by Richard Schwartz (1976).

towel, and a sponge. There D will clean the tops of all dining tables.

f. While in the dining area, D will check the level of trash in the dining room trash can. If the level is above half full, D will remove the trash and place a new plastic bag in trash receptacle.

g. D will take a standing position at the service window.

III. *Tasks related to dishwashing machine operation, garbage disposal operation, and tray clearance.*

The following cluster of tasks constitutes the primary cluster of routine skills performed by the dishwasher. Thus, once the dishwasher begins receiving "dirty" trays from customers, the following procedures are initiated and repeated throughout the work day. "Dirty" trays contain assorted silver, glasses, and dishes, as well as soiled paper and garbage. Customers place dirty trays at the service window and walk away.

Component A

D will prepare silverware, glasses, cups, coffee pots, tulip cups, tea servers, plates, bowls, salad dishes, and trays that will be placed in the dishwashing machine.*

1. D will secure a large metal bowl from the sink.
2. D will pick up the soap container from the shelf and put an appropriate amount in the bowl.
3. D will turn the handle labeled "H" to the right so that hot water flows.
4. D will check the temperature by placing one hand under the faucet while moving the handle with the other until the water is "hot."
5. D will place the bowl in the water flow until the bowl is filled to the appropriate level.
6. D will turn the handle labeled "H" to the left so that the water flow ceases.
7. D will place the bowl to the left of the service window.
8. D will get the silver carrier from the shelf and place it next to the silverware rinse bowl.
9. D will secure a rack with prongs and place it to the right of the garbage disposal.
10. D will secure a flat rack and place it to the right of the garbage disposal.
11. D will take the silver off the tray in the service window.
12. D will place the silver in the soapy water, shake the loose food off, and then leave the silver in the bowl.
13. D will pick out a handful of knives and place them in the knife

*It should be noted that the action is the same for glasses, cups, coffee pots, tulip cups, and tea servers in the first category and plates, bowls, salad dishes, and trays in the second. The task analysis presented here for glasses is the same for the entire first category, and the task analysis for plates is used throughout the second category.

section of the carrier. D will repeat the section with forks, spoons, and soup spoons.

14. D will put the silver carrier in the flat rack.
15. D will take each glass off the tray.
16. D will empty the glass into the garbage disposal.
17. D will place the glass upside down in the flat rack.
18. D will take the plate off the tray.
19. D will hold the plate in one hand and operate the rinse faucet by squeezing with the other hand so that the spray rinses the food off the plate into the garbage disposal.
20. D will place the plate in rack with prongs.
21. D will squeeze the water sprayer and will continue to spray into the disposal while the disposal is on.
22. D will turn the garbage disposal switch to *ON*.
23. When the garbage is shredded, D will turn the garbage disposal switch to *OFF*.
24. D will repeat actions 11–23 until all trays are cleared.

Component B

D will operate the dishwashing machine after steps in Component A have been completed.

1. D will push the drain lever to "*OPEN*."
2. When no water is flowing from the drain, D will pull the drain lever to "*CLOSED*."
3. D will open the rinse water valve all the way out.
4. When water begins flowing from the drain, D will close the rinse water valve.
5. D will secure the measuring cup, fill the cup with soap, and then pour the soap into the soap container, if the buzzer sounds indicating the need for more soap.
6. D will push up on the dishwashing machine door handle so that the door opens.
7. D will push the rack into the machine.
8. D will push on the dishwashing machine door handle so that the door closes.
9. D will press the start button.
10. When the red light above the start button goes off, D will push up on the dishwashing machine door handle so that the door opens.
11. D will pull the rack out of the dishwashing machine.

Component C

D will stack all items that have been washed in the dishwashing machine in the appropriate places.

1. D will remove the coffee pots from the rack and place them on the shelf.

2. D will remove the tea servers from the rack and place them on the shelf.
3. D will remove the glasses from the rack and place them in the bin.
4. D will remove the cups from the rack and place them in the cup bin.
5. D will remove the tulip cups from the rack and place them on the shelf.
6. D will remove the plates from the rack and place them on the shelf.
7. D will remove the bowls from the rack and place them on the shelf.
8. D will remove the salad dishes from the rack and place them on the shelf.
9. D will remove the trays from the rack and place them on the counter in the cafeteria.
10. When the silver is dry, D will pick out a handful of knives and place them in the silverware tray. D will repeat the action for forks, spoons, and soup spoons.

Component D

The dishwasher will carry needed items from the work area to the cafeteria.

1. D will carry the cups to the cafeteria and stack the cup bin next to the coffee vendor, returning with the empty bin as a replacement.
2. D will carry the glasses to the cafeteria and stack the glass bin next to the ice water vendor, returning with the empty bin as a replacement.
3. D will remove the trays from the counter and stack them next to the counter.
4. D will take the silverware tray to the cafeteria and fill the cafeteria silverware tray, placing knives, forks, spoons, and soup spoons in the appropriate sections. D will return the silverware tray to the shelf.
5. D will take the utensil tray to the cafeteria. Utensils such as kitchen knives, ladles, spatulas, mixers, etc., are placed in the drawer under the counter. Tea servers are placed next to the hot water vendor.

IV. *Preparation for completing work*

1. D will secure a clean rag from the box under the sink.
2. D will turn on the rinse faucet and spray water from the service window on the left to the dishwashing machine on the right.
3. D will turn off the rinse faucet.
4. D will wipe the work area with left to right strokes from the service window to the dishwashing machine so that all metal is wiped and the excess water runs into the garbage disposal or the dishwashing machine. D will then wipe all metal with right to left strokes from the end of the counter to the dishwashing machine so that the excess water runs into the dishwashing machine.

5. D will put the rag in the dirty rag box under the sink.
6. D will fill two sinks with hot water and soaking solution. Soiled pans are to be placed into these sinks by other food service personnel. D will scrub with a special pad after the pans have soaked for at least 10 minutes. The scrubbed pans will then be placed in the dishwasher in the manner described for glasses.
7. Use of the dishwasher is completed when all items dirtied that day are placed in the dishwasher.
8. D will return to the restaurant dining area with a bucket of soapy water and a sponge; and using left to right strokes, D will clean the table tops and will return his/her materials to their storage areas.
9. D will return to the trash receptacle in the dining area and will remove the plastic bag, seal it, and return it to the dishwashing room. D will place a fresh bag into the trash receptacle.
10. D will remove the broom and dustpan from their storage area, sweep the dishwashing room floor, pick up the dirt in the dustpan, deposit the dirt in the trash can, and return the broom and the dustpan to their storage area.
11. D will remove the mop, mop bucket, and attached mop wringer from its storage area. D will fill the bucket with hot water. D will mop the kitchen floor with left to right strokes, wring out the mop, remove the dirty water into the sink, and return these materials to their storage area.
12. D will go to the restroom area and wash his hands.
13. D will return to the dishwashing room, remove his soiled uniform, place it in the dirty clothes receptacle, and put on his own shirt, and other outer garments.
14. D will leave the work facility and walk home.

The next section of the inventory provides a description of work hours, days off, overtime, and breaks.

The dishwashing job under investigation is a part-time position. Specifically, the dishwasher is required to work on 3 prescribed days weekly for 5 hours each day. Usually these work days are scheduled in advance and do not change from week to week. However, on occasion the dishwasher is requested to work additional weekdays or on Saturdays. The dishwasher is expected to begin work at 9:30 A.M. and, to complete all required duties by 2:30 P.M. The dishwasher receives one 15 minute break for each workday. The break is taken precisely from 12:00 noon to 12:15 P.M. The dishwasher does not receive overtime opportunities. If asked to work on unscheduled days, the dishwasher can accept or reject such requests made by the supervisor.

Since there are no products manufactured on this job, diagrams of completed work are not presented.

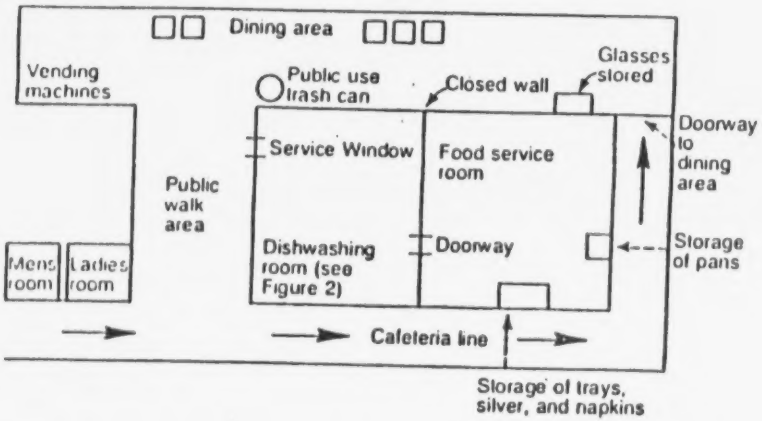
C. *A general description of the work setting*

The work setting for the dishwasher is a three-room cafeteria area. The cafeteria area is located within the printing building of Madison Newspapers,

Inc. This newspaper company employs approximately 600 persons. Of these 600, about 400 persons work between 9 A.M. and 5 P.M. Monday through Friday, and these daytime workers are the principal customers of the cafeteria. The cafeteria itself is operated by a local drug store chain so that, in effect, the dishwasher is employed by a drug store company and not by the newspaper company. The primary meal served within the cafeteria is lunch.

1. The 3-room conference area is depicted in Figure 1. The dishwasher works principally in the dishwashing room. However, the worker has duties that are performed in the dining room and in the food service room also.

Figure 1 *Schema of food concession area*



2. A schema of the dishwashing room is depicted in Figure 2. This is the principal work area of the dishwasher. However the room is also used by food service personnel for refrigerator and paper products storage.
3. Setting shifts required of the dishwasher are minimal. The dishwasher spends approximately 90 to 95% of his/her time in the dishwashing room. Specifically, however, the following movements are necessary:
   a. The dishwasher is required to enter the dining area as many as six times daily for purposes of cleaning tables, removing trash from trash cans, and taking a break.
   b. The dishwasher is required to enter the food service area for purposes of storing cleaned pans, silver, and trays. The number of trips to the food service area varies considerably on a daily basis, depending upon the amount of business. It was recorded that the dishwasher entered the food service area between 10 and 40 times during a 2-day work period.

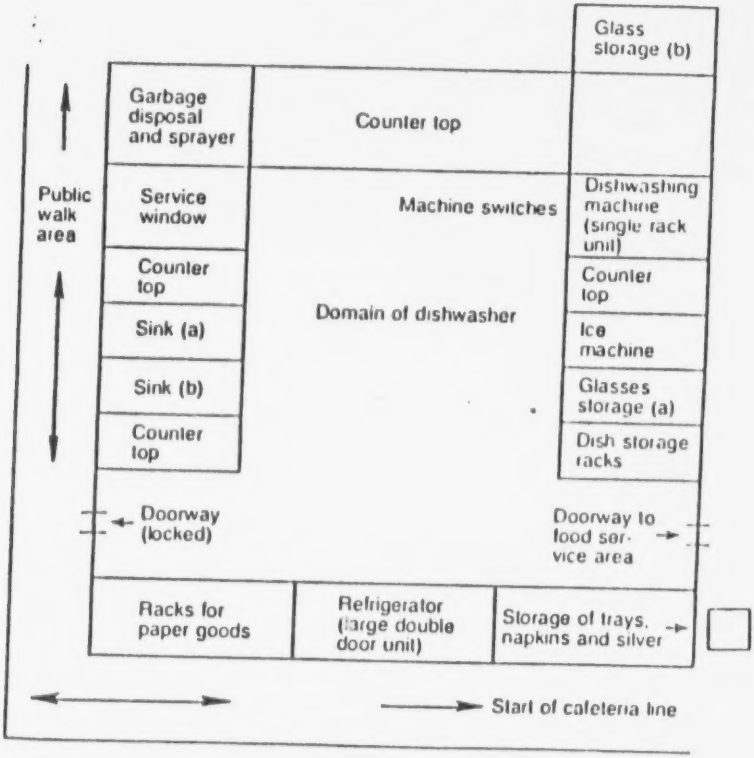
c. The dishwasher can use the public walk area and the public restrooms during break periods.

D. *A general description of the social environment*

1. *Information related to fellow workers*—The dishwasher performs his/her duties along with three fellow employees hired by the cafeteria operators as food service workers. One of these food service workers supervises both the dishwasher and the remaining two food service persons. Described below are the visible characteristics of each fellow worker, their duration of employment, and statements made to the job assessor concerning their past experience with handicapped workers.

a. Food service worker A was a female, approximately 41 years old. She wore a company-provided uniform dress, her own flat shoes, and glasses. Worker A was also the supervisor. She has been with the food

Figure 2 *Schema of dishwashing room*



concession company for about 3 years and in her current position and job location for 1 year. Worker A told the job assessor that she had worked with a partially handicapped dishwasher and food service worker last year at another location. Worker A stated that each handicapped worker "did his job well but was kind of slow." Worker A said she "did not mind working with these people as long as they did their job well and didn't have to be looked after all the time."

b. Food service worker B was a female approximately 26 years old. She wore a company-provided uniform dress and her own flat shoes. Worker B was noticeably overweight. She had been employed by the cafeteria for less than 1 year at the current location only. Worker B told the assessor that she "had worked for Central Colony* as an aide last year" and that she felt "it was a good thing to get retarded people jobs instead of keeping them all out at the Colony."

c. Food Service Worker C was a female approximately 55 years old. She, too, wore a company-provided uniform dress and her own flat shoes. Worker C had been employed by the cafeteria for approximately 3 years. She had worked at two other locations previously. Worker C assisted Worker A in ordering food. Worker C made no comments to the assessor concerning the employment of handicapped workers.

2. *Information related to supervision*—The dishwasher receives most of his/her supervision from food service worker A. However, during infrequent visits, the general manager of several cafeterias evaluates and in some cases supervises the dishwasher. Thus, the remainder of this section will deal with the type and amount of supervision from Worker A, since supervision from the general manager was infrequent.

The supervisor (Worker A) visited the dishwasher for purposes of evaluation and to give orders approximately 12 times during a 5-hour work period. During these visits the supervisor does not discuss work performance. This is important to note because, as is frequent with competitive jobs, the worker is not receiving daily feedback concerning successful versus unsuccessful performance. Instead, the supervisor evaluates what needs to be done and in what priority. Based on this information, the supervisor gives the dishwasher several one- or two-component verbal directions. The supervisor told the examiner that she does not closely monitor a dishwasher's performance. She said that, after initial training, dishwashers are expected to perform their duties with a minimum of supervision.

During a typical 1-hour work period, the supervisor gave the dishwasher approximately three single- or double-component verbal directions. A listing of sample commands follows.

a. Take the trash out.
b. Empty the dining room trash can.
c. Send out more dishes and silver.

*Central Wisconsin Colony is a public residential facility for retarded citizens.

d. Clean the dining room table.
e. Help *Millie* carry the cheese to the service area.
f. Take your break.
g. Don't talk when it's busy.
h. Work faster.
i. Put your things away.
j. Clean the tables *before* you empty the trash.
k. Unload the dishwasher; then carry the trays out.
l. Don't forget to check your silver.
m. Remember to wash your hands *after* you use the restrooms.
n. Don't forget to soak your pans *before* you scrub them.
o. Put the soap in the dishwasher *whenever* it needs it.
p. Don't forget to check your silver to make sure it's clean *before* you put it out.
q. Remember to wash *all* silver *twice*.
r. Keep your counter clean.
s. Keep your front window *clear* at all times.
t. Don't *overload* the dishwasher.
u. Allow enough time to finish your pans.

3. *Information related to special contingencies of the employer* – Listed below are the specific regulations and procedures suggested by the employer. Most of these rules were taken directly from the employees' manual describing company policies.
   a. No gum chewing or smoking is permitted on the job.
   b. Male haircuts must be trimmed 1 inch above the shirt collar.
   c. Clean uniforms are expected to be worn by employees every day.
   d. Two hours' notice by phone is expected in advance of any emergency absences.
   e. If possible, one day's notice by phone or in person is expected prior to taking a sick day.
   f. Two weeks' notice in writing is expected prior to quitting a job.
   g. Special days off should be arranged with the supervisor 10 days in advance.
   h. Employees are permitted to take their breaks in the regular dining area. However, the employee should let the supervisor know precisely when he/she is taking a break.

II. *Specific Skill Requirements of the Job Under Analysis.*

A. *Basic physical/sensory motor skills required.*

Dishwashers are expected to perform an array of physical sensory-motor skills. Although as suggested in the task analysis, there is a general sequence under which these skills are performed, that sequence will vary depending upon variables such as the number of customers, the particular preferences of the dishwasher, and the directives of the supervisor. Hopefully, the list of physical sensory-motor skills below is sufficiently inclusive to account for the skills required in a typical work day.

1. *Weights and materials*—The dishwasher should be able to pick up, carry, and set down items that weigh up to 50 pounds, and he/she should be able to carry these items a distance of up to 50 feet. Large and heavy items that need to be picked up, moved, and set down are listed below.
   a. *Dish racks*. Dish racks are approximately 3 feet by 3 feet square and can contain pans, silver, dishes, trays, glasses, and coffee servers. Frequently, loaded racks need to be moved from one counter top to another within the dishwashing room. The heaviest of these loaded racks is filled with silver, while the lighter racks contain coffee servers and small dishes. The average weight of a loaded dish rack is approximately 40 pounds (range is 10 pounds to 60 pounds).
   b. *Canisters of soap used in the dishwashing machine*. These canisters are approximately 3 feet tall and 1.5 feet in diameter. They can weigh up to 50 pounds. Soap canisters are brought into the dishwashing room on four-wheeled dollies and must be unloaded from a dolly and placed under the counter near the dishwashing machine. Once on the floor, it is easier to move a soap canister by sliding or rolling it rather than by picking it up.
   c. *Plastic bags containing trash and garbage*. The plastic bags hold approximately 30 gallons of waste; and when full, they can weigh up to 50 pounds. Loaded plastic bags must be removed from trash receptacles and carried distances of up to 50 feet.
   d. *Groups of pans*. Groups of pans taken from the serving area into the dishwashing area can weigh up to 30 pounds. The pans are placed one inside another and are carried by hand.
   e. *Groups of dishes*. Groups of piled dishes are moved distances of up to 5 feet and may weigh up to 15 pounds. Dishes can be piled up as many as 30 high. The movement of these piled dishes requires balancing abilities as well as weight-lifting skills.
2. *Unusual visual and auditory skill requirements*—The dishwashing job does not require unusual visual or auditory skills. Thus, it was determined by both the supervisor and the assessor that a "normal range" of visual and auditory skills would be sufficient.
3. *Amount of time standing and sitting*—The dishwasher working a typical 5-hour day is required to stand on his/her feet for 4 hours and 45 minutes. The dishwasher is not involved with any duties that can be performed in a sitting position.
4. *Physical demands deemed crucial*—Listed below are the major physical-motor skills required. All physical motor skills described below must be performed *without assistance*.
   a. The dishwasher is required to carry racks weighing up to 50 pounds from one counter to another across distances of up to 25 feet.
   b. The dishwasher is required to carry 30-gallon trash cans containing waste weighing up to 50 pounds, across distances of up to 50 feet.

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c. The dishwasher is required to move 30-gallon canisters of soap from a four-wheeled dolly onto the floor of the dishwashing room, a distance of up to 5 feet.

d. The dishwasher is required to lift, carry, and set down groups of pans weighing up to 30 pounds, across distances of up to 25 feet.

e. The dishwasher is required to lift, carry, and set down groups of pans weighing up to 20 pounds and piled up to 30 dishes high, across distances of up to 25 feet.

f. The dishwasher is required to load and unload silver, dishes, pans, trays, glasses, and other containers placed in the dish racks.

g. The dishwasher is required to remove garbage and trash from dishes, silver, trays, pans, and other containers and to place the garbage and trash in the disposal and trash can respectively.

h. The dishwasher is required to load and unload handfuls of silver into and out of utensil baskets. The utensils must be placed upright in the silver racks, and each handful taken or removed should contain at least 10 pieces of silver.

i. The dishwasher is required to push loaded racks into and pull them out of the dishwasher machine. These racks are moved in and out of the machine a distance of up to 10 feet. The pushing and/or pulling movement should facilitate the sliding of these racks along the counter tops into and out of the dishwashing machine.

j. The dishwasher is required to clean table tops, counters, and machinery using a wet rag and hot soapy water in a bucket. Other important subskills in this motor area involve wringing out the rag and judging when it is necessary to place the rag into the water bucket for cleaning.

k. The dishwasher is required to mop the dishwashing room floor. The floor area is about 20 feet by 20 feet. The mop, when wet, weighs approximately 20 pounds and must be pushed across the floor. A special mop-wringing apparatus must be pushed down and up to wring the mop after cleaning in a bucket of hot soapy water. The mop-wringing apparatus requires the dishwasher to exert approximately 40 pounds of pressure when drying the mop.

l. The dishwasher is required to place dishes, pans, silver, trays, glasses, and special containers on appropriate shelves in the dishwashing room and in the serving room.

m. The dishwasher is required to soak and hand-clean dirty pans brought into the dishwashing room from the serving area. The pans are soaked in special solution, and they are scrubbed using a special cleaning pad. It should be noted that pan cleaning must be accomplished within specified time periods (see schedule depicted in Figure 3). That is, each pan must be cleaned in approximately 2 minutes.

n. The dishwasher is required to remove cleaned trays from the dishwashing machine, pile such trays into groups of up to 25 trays, carry the trays to the food service room, and place the trays in appropriate racks.

B. *Basic interpersonal skills required.*

1. *Direct verbal responses required after supervisory commands.* — As mentioned in the language requirements section of the inventory, there are no verbal responses required of the dishwashing job under assessment. However, the dishwasher should be able to functionally respond to supervisory commands with yes or no verbal statements or gestures and then should proceed to carry out the directions given.

2. *The numbers and types of social interactions conducted among fellow workers.*

a. Although the dishwasher is not required to socially interact with fellow workers, he/she should be able to respond to others with yes or no statements. In addition, the dishwasher should maintain a facial expression that is socially acceptable to other workers. Grimaces, blank expressions, and uncontrolled smiles, for instance, are not appropriate.

b. The dishwasher should also be able to greet and say farewell to fellow workers when beginning and ending work respectively. Thus, the following selected cues and responses are not essential to job performance, but probably will enhance social success over sustained periods of employment:

Social cues from supervisor or fellow worker	Possible socially acceptable responses
(1) Nice day.	(1) Yes, it's a nice day.
(2) Good to see you	(2) Thank you, it's good to see you.
(3) Hope you have a good day at work.	(3) Thanks, you too.
(4) Don't spend all that money in one place.	(4) I won't.
(5) Take care of yourself, now.	(5) I will.
(6) That's a good job.	(6) Thanks.
(7) What's up today?	(7) Not much.
(8) What are you doing after work?	(8) Watching TV; going shopping; playing ball.
(9) What's the weather like?	(9) Clear, Sunny, Cloudy. I don't know.
(10) You look sharp.	(10) Thanks.

3. *A description of lunch break and restroom activities.*

a. The dishwasher is required to initiate his/her own lunch break. This break is to be taken from precisely 12:00 noon to 12:15 P.M. on each work day. The dishwasher is expected to perform the following skills prior to and during the lunch break:
   (1) The dishwasher should clean all dishes, trays, and glasses in the vicinity of the dirty dish window.
   (2) The dishwasher should notify food service worker A that the lunch break is to be taken.
   (3) The dishwasher should remove his/her white apron.
   (4) The dishwasher should use the proper restroom facility if necessary.
   (5) The dishwasher should take his/her prepacked lunch from the storage area and take a seat at an unoccupied table in the dining room.
   (6) The dishwasher should use the vending machines to secure a drink if desired.
   (7) The worker must attend to the time of day so that steps 1 through 7 are completed *before* 12:15 P.M.

b. The employee eating area is the same facility described earlier as the dining area. Restrooms are modern facilities located approximately 12 feet from the dishwasher's primary work area. Usually the restrooms are well-supplied with soap, paper towels, and toilet paper.

4. *Procedures for finding additional work*—Frequently there are times during the work day when the dishwasher completes all tasks required. For example, the dishwasher is often without specific work from 10:30 A.M. to 10:45 A.M. and from 11:30 A.M. to 11:45 A.M. daily. These are periods of slow business and require minimal dishwashing and/or cleaning up. Listed below are some work tasks that can be performed during periods when the dishwasher does not have routine work. These selected tasks are not "make work" because they are, for the most part, required later in the day. However, these additional tasks should be discontinued whenever normal dishwashing or cleaning up is required.

Additional Tasks

a. Clean and dry the dining room table tops.
b. Mop the dishwashing room floor.
c. Clean the dishwashing machine and its parts.
d. Clean the counter tops inside the dishwashing room.
e. Organize the paper storage area within the dishwashing room.
f. Clean the area surrounding and below the garbage disposal.
g. Load extra silver, glasses, and napkins in containers within the food service area.

h. Sweep the floor in the dishwashing room.

i. Remove papers and trash from the tables in the dining area, and place them in the trash receptacle.

j. Pick up papers left on the floor of the public walk area and the dining room area, and place them in the trash receptacle.

The cafeteria operators are not responsible for certain facilities operated by Madison Newspapers. Thus, the dishwasher should *not* engage in the following additional work activities:

a. The dishwasher should *not* attempt to clean the restrooms.

b. The dishwasher should *not* attempt to clean or repair the vending machines.

c. The dishwasher should *not* attempt to clean the floors or tables beyond the food concession area depicted in Figure 1.

5. *Unexpected social interactions.*

a. The dishwasher is not expected to greet new acquaintances. However, the following cues and responses suggest a way to handle unexpected situations of this nature, should they occur:

Selected cue from stranger	Possible worker response
(1) Hello, my name is _____.	(1) Hello, I'm (name).
(2) What's your name?	(2) (name)
(3) Hello, _____. How are you doing today?	(3) Okay.
(4) Do you like working here?	(4) Yes; no.

b. On occasions, dishwashers were presented with limited opportunities to interact with the public. When these situations occurred, the assessor noted that the cue from the stranger is often similar to those outlined above and to those in the Interpersonal Skills section. The dishwasher should respond as suggested, or he/she should simply nod in acknowledgment of the stranger's cue. Most interactions with the public occur when the dishwasher is in the area of the service window or when cleaning tables in the dining area.

C. *Basic language skills required.*

1. The required direction-following skills can vary across supervisors and can vary with even the same supervisor. Thus, when this particular job was assessed, it was determined that the supervisor typically gave more one-component verbal directions than two or three-component verbal directions. It should be noted that two and three-component verbal directions were used especially during periods when the dishwasher had not completed required duties in a manner satisfactory to the supervisor. Selected examples of one-, two-, and three-component directions frequently used by the supervisor are provided in the Information related to supervision section of this inventory.

2. Listed below are selected nouns, verbs, adjectives, adverbs, and prepositions used frequently by dishwashers and food service workers employed by this cafeteria.

Noun inventory

customer
dishwasher
rack
trash cans
garbage disposal
wheel cart
dolly
sink
faucet
button
egg stains
soap powder
counter
shelves
cafeteria
work area
your things
plates, trays
hot water
salad bowls
cold water
extra
silver carrier
conveyor belt
dish loader
dish soap
plastic vs. glass
scraps
paper vs. garbage
valve
prong rack
flat rack
silver rack
coffee pots
temperature
bowl
silver
containers
hose
hot-water valve
cold-water valve
steam valve
start button
stop lever
guide
bottom conveyor belt
trays
rack, flat, vs. rack with prongs
tulip cups
utensils
rag
soap dish
fan
overhead fan
rinse bowl
tray window
tea servers
dirty dishes vs. clean dishes
silver (spoons, knives, forks)

Adjective/adverb inventory

red
green
blue
yellow
brown
black
silver
white
big
small
light
heavy
hard
soft
wet
dry
hot
cold
fast
slow
easy
hard
dirty
clean
all
none
when
your
mine
ours
company-owned
broken
fixed
working
not working

Verb inventory

bring
return
push
pull
turn
press
give me
get
wipe
grab
hold
take
turn on/off
go
work on
fill
turn on
straighten
shake
squirt
scrape
drain
put away
cut off
clear
rack
mop up
take out
go get
set
stand
hurry
quick

247 247

82

lift	carry	check
put down	put away	stack
set down	stack	close
help	turn off	rinse
remember	get	turn off
don't forget	clear	empty
overload	rinse	wipe off

Preposition inventory

off	over	for	at
on	under	from	then
up	beneath	to	out
down	above	before	in
beside	below	after	around
next to	near	whenever	

3. In addition to these words, the dishwasher should be able to express yes and no appropriately.
4. When the examiner assessed the expressive requirements for this job, one dishwasher did not use verbal expressions other than yes and no. However, another dishwasher did communicate with workers and supervisors. Thus, the following responses are suggested as optional verbal skills.
   a. I need help.
   b. I don't know where the [words from noun inventory] is.
   c. Can I take my break please?
   d. Can I use the restroom please?
   e. Where is the [words from noun inventory]?
   f. Can I help you?
   g. The [words from noun inventory] is broken.

D. *Basic functional academic skills required.*

1. Listed below are the functional reading, math, and writing skills deemed crucial to the dishwashing job by both the assessor and the supervisor.
   a. *Functional reading skills required.*
      (1) The dishwasher must be able to functionally read at least the following words when they are presented across settings and in various types of letter forms, e.g., handprinted, bold printed, uppercase print, lowercase print.
         (a) The dishwasher should be able to read his/her name.
         (b) The dishwasher should be able to read the following selected reading inventory:

push/pull	cleaner	trays	print
off/on	window	napkins	rack
out of order	food service area	doorway	water
hot/cold	dishwashing room	utensils	heat
spray	dining area	refrigerator	sink
up/down	exit	dishwashing machine	reset
do not enter	trash can	dishwasher	public
handle with care	disposal	men/women	garbage
ice machine	storage area	write	cafeteria
soap	silver		

(2) Functional reading of the work schedule depicted in Figure 3 is required.

Figure 3

Name	Mon	Tues	Wed	Thurs	Fri	Sat
Belmore	9-1	10-2	10-2	10-2	10-2	OFF
Brown	OFF	4-8	OFF	OFF	4-8	OFF
Schwartz	3-7	3-7	4-8	4-8	4-8	3-7
Cerlo	10-2	10-2	10-2	10-2	10-2	OFF
Van Deventer	10-2	10-2	10-2	10-2	10-2	OFF
Crowner	4-8	OFF	4-8	4-8	4-8	3-7
Pearlman	4-8	OFF	4-8	10-2	10-2	10-2

(3) Functional reading of notices posted is not required.

b. *Functional math skills required*

(1) The dishwasher must have the skills necessary to count objects up to 10 rationally. These objects can vary across several dimensions and are found in any part of the work setting. For instance, the dishwasher may be requested to place 10 clean pieces of silver in the rack located in the food service area.

(2) Functional addition and subtraction of objects are not required skills.

(3) Clock reading and money-management math skills are described in the Supportive skills section of the inventory.

c. *Functional writing skills required*

(1) The dishwasher must have the skills necessary to print or write his/her first and last names. These skills should be performed across types of paper, types of writing instruments, and in various physical settings. For example, the dishwasher must sign for his/her check twice monthly and may be asked to do this in any room of the cafeteria and with any type of writing instrument available.

(2) The dishwasher is not required to have other writing skills beyond those involving name writing. However, as will be described in the Supportive skills section of the inventory, the dishwasher is required to obtain a Social Security card. Thus, an optional handwriting skill could include the ability to fill out the application form required to secure a Social Security card. Selected items on such an application are shown in Figure 4.

2. Essential categorization and discrimination skills required — The dishwasher should be able to discriminate among and/or categorize the following:

a. Variations of silver, e.g., knives, forks, spoons.
b. Variations of glasses, e.g., large, small.
c. Variations of plates, e.g., large, small.
d. Variations of trays, e.g., yellow, red, white.
e. Variations in general machines, e.g., disposal, dishwasher.
f. Variations in specific machinery component parts, e.g., switch, door, belt.

Figure 4

	First	Middle	Last
Print full name			
Place of birth			
Mother's name			
Father's name			
Your address			
Today's date			
Telephone number			
Date of birth			
Your age			
Your sex	Male Female		
Sign here			

g. Variations of racks, e.g., flat bed, prong.
h. Variations of receptacles, e.g., cans, jars, bottles.
i. Variations of paper goods, e.g., napkins, paper, caps.
j. Variations of printed signs, e.g., "exit," "in."
k. Variations of directions on machinery, e.g., "push/pull," "off/on," "up/down."
l. Variations of faucets, e.g., large handles, small handles.
m. Variations of cleansers and soaps, e.g., dishwashing soap, table-cleaning soap.
n. Variations of furnishings, e.g., green tables, red tables, green chairs, red chairs.
o. Variations of tools, e.g., mop, broom, wringer.

3. Short-term memory requirements—On occasions dishwashers are required to carry out orders received from supervisors after a 30- to 60-second delay. For example, if a dishwasher was loading a rack and was about to place it in the dishwashing machine, and at this same instant the supervisor instructed him/her to take the trash out, the dishwasher should remove the trash *after* the rack was loaded. However, if the dishwasher had poor short-term memory skills, he/she could compensate to some degree by staying on schedule, which would minimize the number of instructions given by the supervisor.

E. *Basic machine and tool skills required.*

Listed below are the machinery and tools that the dishwasher will need to operate and use. Each is described in terms of its physical characteristics and the purposes for which it is used.

1. *Hot- and cold-water taps*— There are two sets of hot- and cold-water taps located above the two sinks, as shown in Figure 2. The taps operate on a standard push/pull principle. Pushing the levers in toward the wall reduces water pressure and eventually shuts off the flow, while pulling the levers out toward the dishwasher increases water flow. There are at least the following uses for the hot- and cold-water taps.
   a. To fill the sinks in order to clean pans.
   b. To fill the mop and cleaning buckets.
   c. To wash sponges and cleaning cloths.
   d. To fill silver buckets.
2. *Water spray apparatus*— The water sprayer is located directly above the garbage disposal. It is operated by a standard squeeze/release motion. Thus, the sprayer is turned on and its water flow increased by squeezing the sprayer handle in a manner similar to operating a bicycle hand brake. The sprayer is turned off or its flow decreased by releasing the pressure on the sprayer handle. The sprayer is used for at least the following functions:
   a. To spray water on plates and trays to remove waste from and direct waste into the sink disposal.
   b. As the source of water to operate the garbage disposal. *Every* time the disposal is turned on, the sprayer must be squeezed so that a relatively hard flow of water is directed into the disposal.
   c. As a source of water for cleaning specific counter tops. The sprayer can be directed at a counter top to rinse and clean it.
3. *Racks placed into the dishwasher*— Racks placed into the dishwasher are approximately 3 feet by 3 feet square and can be loaded with pans, silver, dishes, trays, glasses, and coffee servers, when these run through the dishwashing machine. Since the racks are run through the dishwasher machine, they rarely require special cleaning. There are 2 types of racks used in this job. Type A is a flat bed rack; and the dishwasher can load silver, coffee servers, fruit cups, dessert cups, and pans into it. Type B is a prong rack and can be used for loading trays, glasses, and all types and sizes of dishes. Once loaded, the racks must be pushed into the dishwashing machine by hand.
4. *Utensil bracket*— Before silver can be placed on flat bed racks, it must be loaded into a utensil bracket, which is a device that holds the silver upright while it is run through the dishwashing machine. A utensil bracket is approximately 16 inches long, 8 inches wide, and 6 inches tall. It resembles an open shoe box. In addition, it has individual compartments for small groups of silver. Each compartment can accommodate approximately 15 pieces of silver. As described in the Basic physical/sensory motor skills section of the inventory, the dishwasher places handfuls of silver into and removes handfuls from the utensil bracket. The utensil bracket is used only for silver being cleaned in the dishwasher. Thus, it does not require special cleaning. When not in use, the utensil bracket is kept on the shelf labeled *Dish storage racks* (shown in Figure 2).

5. *Garbage disposal*—The garbage disposal is located to the immediate right of the service window. It is operated by pressing an off/on button below the counter directly in front of the disposal. As mentioned above the disposal should *not* be operated until the water sprayer is aimed into the disposal and squeezed on. To use the garbage disposal most efficiently, the dishwasher should operate it only when it is filled with garbage to a point level with or slightly above the level of the counter top. The sole purpose of the garbage disposal is to shred and remove soft garbage. The machine will malfunction or become totally inoperative when items such as paper, silver, or large bones are placed in it. Obviously, the disposal is a somewhat hazardous machine, and should never be operated when the dishwasher's hands are in the disposal hole.
6. *Dishwashing machine*—The dishwashing machine is located in the upper-right corner of the dishwashing room, as depicted in Figure 2. It is operated by pressing an off/on button located below the right side, under the counter. A detailed description of procedures for operating is provided in the General characteristics section of the inventory. The dishwashing machine is obviously the machine or tool most frequently used by the worker. To operate it most efficiently, the dishwasher should pass racks through the machine almost continuously during peak business hours. During the remaining work hours, it is operated only when one or more racks can be filled with dirty dishes, cups, silver, glasses, or pans.
7. *Broom*—The dishwasher is required to sweep the dishwashing room floor before mopping it. The broom used for this purpose is a standard straw broom approximately 5 feet long with a sweeping base of approximately 10 inches. The broom is stored in the lower-left corner of the dishwashing room depicted in Figure 2. Obviously, a standard dustpan should accompany the broom.
8. *Mop, mop bucket, and mop wringer.*
   a. *Mop.* The mop used in this job is a standard commercial mop approximately 4 feet tall. Its base is composed of a cluster of stringy cloths. The mop is used to clean the dishwashing room floor after it has been swept. It is stored in the lower-left corner of the dishwashing room depicted in Figure 2.
   b. *Mop bucket.* The bucket is approximately 2 feet tall and 1.5 feet in diameter. It is housed above a set of rollers and can be moved across the floor by grasping the bucket handle. It is stored in the same area as the broom and mop.
   c. *Mop wringer.* The mop wringer is housed on the side of the mop bucket and is usually above the bucket's water level. The mop is placed in the wringer after the mop has been cleaned in the mop bucket. The mop wringer handle opens and closes the wringer. The dishwasher must exert approximately 40 pounds of pressure on the wringer handle when drying the mop. The wringer is stored with the bucket.

d. *Sponge, cleaning cloths, and small buckets.* These items are stored in the same area as the broom and mop equipment. They are used to clean tables in the dining area and to clean counter tops in both the dishwashing and food service rooms.

F. *Basic hygienic skills required.*
Workers in a restaurant facility must adhere to high standards of grooming and body care. Listed below are the minimum hygiene requirements suggested by the employer and assessor that comply with standards set by the cafeteria operators.

1. All female workers must wear hair nets at all times.
2. All male workers must wear cook hats at all times.
3. All workers are expected to bathe and use a deodorant daily.
4. All male workers are required to be clean shaven daily. Beards are not permitted.
5. All employees are required to work with clean hands at all times. Workers must wash their hands after using the restroom, after mopping, or after completing any function that could cause the worker's hands to be unsanitary.
6. All workers are expected to wear clean uniforms daily.
7. All males are expected to get haircuts at regular intervals.
8. Leather shoes must be worn at all times. Tennis shoes are not permitted.

III. *Supportive skills and other information required.*
Listed below are selected transportation, work preparation, money-management, and time-telling skills required for *independent* functioning as a dishwasher. As noted earlier, there are some situations when persons other than the severely handicapped worker will assume the responsibility for all or part of these functions. Hopefully, the would-be dishwasher will be instructed in supportive job skills to the same degree he/she is taught job skills.

A. *Transportation skills required.*
1. The dishwasher will be traveling from his/her home to the job site each time he/she goes to work. The dishwasher will not be going to the job from school or from a downtown location. The distance from the group home to Madison Newspapers is approximately ¾-mile, one way.
2. Most dishwashing jobs in the Madison area are located in stores and restaurants on bus lines. Unfortunately, this particular job site is not within walking distance of a bus line. However, since the site is only ¼ mile from the group home, it is within walking distance for a dishwasher living there. Thus, the dishwasher would be required to complete the following transportation skills to *walk* to and from this job site:
a. The dishwasher should walk on the sidewalk, whenever possible, and should keep to the right side of the sidewalk.
b. When there is no sidewalk provided, the dishwasher should walk on the left side of the street pavement, staying as close to the road shoulder as possible.

c. The dishwasher should be able to walk up and down varying inclines and across varying terrain.

d. The dishwasher should be able to cross intersecting streets having three or fewer lanes.

e. The dishwasher should be able to find the way from the group home to the job site.

3. Possibly the best alternative transportation for this job would be the public taxi. A taxi could be used when weather conditions were so unfavorable that the dishwasher would be unable to walk to work. These "unfavorable" weather conditions are especially prevalent in Wisconsin during January and February. Hopefully, the dishwasher will have the telephone and language skills to personally call the taxi. However, if this were not the case, the call could be placed by a group home parent.

B. *Skills related to a work preparation.*

1. a. While at work, a male dishwasher is required to wear and provide at his own personal expense the following items: leather shoes, dark solid-color trousers (not blue jeans) and clean underwear that includes a plain white T-shirt. In addition, while at work, a male dishwasher is required to wear a white uniform shirt, a white uniform apron, and a white throw-away cap made of paper. A female dishwasher is required to wear and to provide at her own expense the following items: flat leather shoes and clean underwear. In addition, a female dishwasher is required to wear a company-provided uniform dress and a company-provided hair net.

b. The dishwasher must be able to match his outer garment needs with varying weather conditions and temperatures. Thus, in the winter, the dishwasher must wear heavy shoes or boots, a warm coat, gloves, and some sort of hat. In contrast, summer attire could include only those items described in 1a (above).

c. Laundry skills required of a male dishwasher are minimal, since the company-provided shirts and aprons are cleaned by the company at their expense. However, a male dishwasher is required to perform the following clothes-related skills:

(1) A male dishwasher must be able to wash, dry, and iron his trousers and underwear.

(2) A male dishwasher must be able to polish his shoes.

d. Laundry skills required of a female dishwasher are more extensive than those of her male counterpart, because she is required to launder her company-provided dress. Thus, a female dishwasher is required to perform the following clothes-related skills:

(1) A female dishwasher must be able to wash, dry, and iron her company-provided dress and her underwear.

(2) A female dishwasher must be able to polish her shoes.

There are no color-combination skills required of either a male or female dishwasher.

2. a. The part-time dishwashing job provides for a short lunch break of precisely 15 minutes. Given such a short time for lunch, the dishwasher must eat the meal in the dining area shown in Figure 1.
   b. The following lunch options are available.
      (1) The dishwasher can bring his/her own sack lunch and obtain soft drinks, milk, or coffee from a vending machine for $.25 in coin.
      (2) The dishwasher can bring approximately $1.50 in coins and can obtain a cold sandwich and drink from vending machines.
      (3) The dishwasher is discouraged from buying lunch in the regular cafeteria, due to the limited amount of time.
   c. The dishwasher should have the skills necessary to prepare a sack lunch, since this is not only a work requirement, but also a requirement for residence in the group home.
   d. The dishwasher is discouraged from bringing a sack lunch that requires refrigeration, because refrigeration space for the cafeteria operation is limited.

C. *Basic money-management skills required.*

In most cases, a severely handicapped person hired as a part-time dishwasher would not rely on his/her wages for total support. The dishwasher would have additional income from sources such as Social Security. However, the average weekly gross payment for a dishwasher described herein is approximately $45.00. Of this $45.00 earned, the workers take-home pay is approximately $32.00. He/she is paid bimonthly.

1. Ways the severely handicapped dishwasher could use his/her income are suggested here.
   a. For general savings.
   b. For specific savings item(s) such as a vacation or bicycle.
   c. For direct purchases such as clothing and grooming items.
   d. For unnecessary or luxury purchases such as additional food, liquor, or cigarettes.
   e. For payment toward time purchases such as a radio or a television.
   f. For payment for recreational activities such as movies, ice skating, or camping.

With assistance from a teacher or parent, the dishwasher could establish a budget plan under which portions of his/her income will allow payment for several of the items listed.

2. The dishwasher will need to bring money to the job for lunch, for emergency phone calls, and possibly for an emergency taxi ride.
   a. If the dishwasher brings a sack lunch, he/she would need the following coins:

Telephone	$ .20
Drink	.25
Emergency cab	1.10
Total required daily	$1.55

b. If the dishwasher did not bring a sack lunch, the following amounts would be necessary:

Telephone	$ .20
Drink	.25
Sandwich from vending machine	1.00
Emergency cab	1.10
Total required daily	$2.55

Thus the dishwasher would need functional money-use skills to handle between $2.50 and $3.00. In addition, the worker would be required to perform these skills *independently*.

3. The severely handicapped worker is paid by check on a bimonthly basis.
4. Hopefully, the dishwasher will cash his check at a bank enroute to or in the vicinity of the job site. Several banks in the Madison area provide individualized service to handicapped patrons. Specifically, the dishwasher could use the following special services:
   a. A predetermined amount of savings and cash received can be agreed upon by the dishwasher, his/her guardian, and special service employees of the bank.
   b. The dishwasher could ask for assistance from special service employees each time he/she enters the bank.
   c. The special service employees could be required in advance to notify the dishwasher's group home supervisor or parents in the event of a significant savings withdrawal or application for a loan.
5. Although the degree of independence in public stores is not related to successful performance as a dishwasher, store-use skills should be assessed as part of the job inventory. The assessment of store skills will provide group home parents and teachers with a framework for the number and types of purchases the dishwasher can make independently. Specifically we would suggest the following breakdown.
   a. The assessor should determine the types of stores that the severely handicapped worker can currently function in. Perhaps he/she is competent in a grocery store, but needs additional skills in buying clothing.
   b. The assessor should determine the amounts of money the worker can functionally use in a store. Perhaps the worker requires a predeter-

mined list of items and the exact or near-exact amount of money to purchase the items.

c. The assessor should determine the dishwasher's level of independent functioning in a store. Perhaps the worker is most competent when he/she is with a supervisor or with other handicapped associates.

Obviously this assessment is specific to the worker in question. However, if this important area of the inventory is overlooked, the worker could become frustrated with his/her purchasing power, which could have serious repercussions directly related to work performance.

D. *Time-telling and time-judgment skills required.*

1. The severely handicapped dishwasher will need to tell time accurately to within 1 minute. The dishwasher must begin work, take a break, and finish work precisely to the minute. He/she must tell time *independently*, since he/she will not be told by the supervisor when to start, when to finish, or when to take a break.
2. The schedule below depicts several critical occurrences specific to this job.* This schedule, written on a 3X5 card, is posted to the left of the service window depicted in Figure 2. The schedule was developed by a vocational teacher and food service worker A (the dishwasher's supervisor).

10:15	Silver
10:30	Pans
12:00	Break
1:00	Silver
1:15	Pans
2:00	Clean-up
2:30	Finish work

The dishwasher must begin each major task on the card on or before the time suggested. In addition, the dishwasher must finish a particular task *before* the next task on the schedule is started. Thus, the dishwasher must be able to pair or match the task written on the card with a particular time interval.

3. The only nontask event that the worker must pair with a specific daily time period is lunch. The lunch time period is posted as shown in Figure 3 and is taken as described above.
4. The worker must leave the group home 30 minutes before the starting time of work. Thus, a dishwasher who begins work at 9:30 A.M. must leave home at exactly 9:00 A.M.
5. There are no alternative time-telling strategies available to the dishwasher, since all time-telling skills must be performed independently.

*These critical tasks do not include all duties performed by the dishwasher, just those with time constraints.

APPENDIX C

ADULT ASSESSMENT & TRAINING PLAN
SUPPORTIVE DATA & CHART

VOCATIONAL HISTORY

Name: Robert

==========

Most Recent Job

Title: Contract work

Employer:
Address: Palouse Industries
City: Pullman
State: Washington
Zip:
Supervisor: Palouse Industries
Phone:

Time Period: 3/84-5/85

Wage:

Reason for Quiting: Quit to work with Dad.

Description of Duties: Sabcef

==========

Second Most Recent Job

Title: Janitorial

Employer: U.S Forest Bldg
Address: S. Main
City: Moscow
State: Idaho
Zip: 83843
Supervisor: Palouse Industries
Phone:

Time Period: 3/84

Wage:

Reason for Quiting: Quit due to work.

Description of Duties: General house cleaning.

==========

==========

Third Most Recent Job

Title: Contract Work

Employer: Palouse Industries
Address:
City: Pullman
State: Washington
Zip:
Supervisor: Palouse Industries
Phone:

Time Period: 6/81-6/82

Wage:

Reason for Quiting:

Description of Duties: Floor Care

==========

Community-based Employment & Training for Adults
with Developmental Disabilities

ASSESSMENT PLAN

Name: Robert

GOALS

1. Through Career Exploration the participant will become more aware of job opportunities within their community.
2. In a selected area of career interest the participant will perform the job to assess his/her interest and abilities.
3. The participant will receive training in his/her selected career choice.
4. The participant will maintain successful community-based employment.

2.5
2.8
2.2
3.2
3.6
2.0
4.0
100 mm
1.0
1.1
1.25
1.4
1.6
1.8
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890
1.0 mm
1.5 mm
2.0 mm
A5

ASSESSMEMT PLAN

Name: Robert
Address:
Phone:
Age: 26

Work Site: Waterman's Floor Covering
Address: Pullman Hwy
Supervisor: Clyde Waterman

Staff Trainer: Kathy Schenck
Work Phone: 885-6150
Home Phone: 883-3063

****

GOAL 1: Through Career Exploration Robert will become more aware of job opportunities within his community.

OBJECTIVE 1: Given the opportuntiy to view video tapes, slides, fill out worksheets, and discuss individually and in groups the participant will identify three job sites of their interest.

METHOD: The instructional team will use Career Exploration instructionasl plans 1-4.

PERSON RESPONSIBLE: Kathy, Gwen, Tina

TARGET DATE: December 30, 1985

GOAL 2: Robert will experience his selected job with a community-based setting.

OBJECTIVE 1: Given the appropriate amount of time, Robert will arrive to work by 8:00 a.m. independently with 100% accuracy for four consecutive days.

METHOD: Trainer will model what time to leave home to walk to work.

COMPLECTION DATE: 5-14-86

PERSON RESPONSIBLE: Kathy Schenck

ASSESSMEMT PLAN

OBJECTIVE 2: Given a job task checklist, Robert will mark off tasks completed independently with 100% accuracy for four consecutive days.

METHOD: Trainer will model how to use the job task checklist.

COMPLECTION DATE: 5-14-86

PERSON RESPONSIBLE: Kathy Schenck

OBJECTIVE 3: Given the job task checklist Robert will obtain the necessaary materials, complete the wall paper task and mark the task completed on his check off list independently with 100% accuracy for four consecutive days.

METHOD: Trainer will model how to obtain the necessary materials, shelve the books and mark off task completed from job task checklist.

COMPLETION DATE: 5-14-86

PERSON RESPONSIBLE: Kathy Schenck

OJECTIVE 4: Given the job task checklist Robert will obtain the necessary materials, complete the dusting of furniture task and mark the task completed on his check off list independently with 100% accuracy for three consecutive days.

METHOD: Trainer will model how to obtain the necessary materials, dust the furniture and mark off task completed from job task checklist.

COMPLECTION DATE: 5-14-86

PERSON RESPONSIBLE: Kathy Schenck

OBJECTIVE 5: Given the job task checklist Robert will obtain the necessary materials, complete the cleaning of tables task and mark the task completed on his check off list independently with 100% accuracy for three consecutive days.

METHOD: Trainer will model how to obtain the necessary materials, clean the table, and mark off task completed from job task checklist.

COMPLECTION DATE: 5-14-86

PERSON RESPONSIBLE: Kathy Schenck

ASSESSMEMT PLAN

OBJECTIVE 6: Given the job task checklist Robert will obtain the necessary materials, complete the dusting of floor care supplies task, and mark the task completed on his check off list independently with 100% accuracy for three consecutive days.

METHOD: Trainer will model how to obtain necessary materials, dust the supplies, and mark off task completed from job task checklist.

COMPLETION DATE: 5-14-86

PERSON RESPONSIBLE: Kathy Schenck

OBJECTIVE 7: Given the job task checklist Robert will obtain the necessary materials, complete the dusting of back-room supplies task and mark the task completed on his check off list independently with 100% accuracy for three consecutive days.

METHOD: Trainer will model how to obtain necessary materials, dust supplies, and mark off task completed from job task check-list.

COMPLETION DATE: 5-14-86

PERSON RESPONSIBLE: Kathy Schenck

OBJECTIVE 8: Given the job task checklist Robert will obtain necessay materials, complete the sweeping of vinyl floors task and mark the task completed on his check off list independently with 100% accuracy for four consecutive days.

METHOD: Trainer will model how to obtain necessary materials, sweep the floors and mark off task completed fron job task checklist.

COMPLETION DATE: 5-14-86

PERSON RESPONSIBLE: Kathy Schenck

ASSESSMEMT PLAN

OBJECTIVE 9: Given the job task checklist Robert will complete the rug samples task and mark the task completed on his check off list independently with 100% accuracy for four consecutive days.

METHOD Trainer will model how to straighten sample rugs, and mark off task completed from job task checklist.

COMPLETION DATE: 5-14-8

PERSON RESPONSIBLE: Kathy Schenck

ASSESSMEMT PLAN

We understand this is a career exploration opportunity which encompasses the following:

* The trainee is not an employee and is not entitled to wages for time spent in training.
* The training, even though it includes actual operation of the the employer's facilities, is similiar to that which would be given in a vocatgional school.
* The trainee will work under close supervision.
* The trainee will not displace regular employees.
* The employer will not derive immediate advantage from activities of the trainee and on occasion the operations may actually be impeded.
* The trainee is not guaranteed a position at the conclusion of the training period.

At the time that the trainee does not meet any of the abouve criteria they should be considered as an employee and paid appropriately.

Participant_____ Project Director_____

Employer_____ Sponsoring Agency_____

Staff Trainer_____

Date_____

Community-Based Employment & Training for Adults with Developmental Disabilities

EVALUATION REPORT

Robert is a 26 year old male who lives independently in Moscow, Idaho. Robert was referred to career exploration for the development of his career interest and assessment of his vocational potential in his selected career of job areas.

Robert participated in seven days of Career Exploration which started December 2, 1985. The following four Career Exploration sessions were conducted.

1. Overview of Career Exploration.
2. Observation of various job sites.
3. Selection of job sites.
4. Vocationally oriented social skills.

During these session slides, pictures, video tapes, and individual and group discussions were used to assess his current knowledge of career opportunities and to help identify potential interest areas. Robert attended each session and his inquisitiveness suggested that he was inthusiatic about finding a job he would enjoy. In session three, after viewing slides of different sites, Robert chose to observe laundry and housekeeping at Cavanaugh's, food prep at Cavanaugh's and busing tables at Arby's. During his observation of the above identified sites Robert has viewed workers doing janitorial work, consisting of dusting, sweeping, vacuuming and putting books in order, busing tables which consisted of cleaning tables, floors and restocking items.

A Career Exploration site for janitorial work was developed at Waterman's Floor Covering. This position requires someone to sweep, dust, vaccuum, put wall paper books away, and wash windows. Given Robert's stated interest in janitorial work and his experience in this area, it was determined that the site would be appropriate. His work schedule consisted of 12 hours a week; Monday, Wednesday, and Friday from 8:00 a.m. to 12:00 p.m.

Using the Ecological Inventory process, Robert's performance was compared to a competative employee with in the same position. The results show that Robert is independent watering plants, putting water in the coffee machine, vacuuming, straightening the wall paper rack and emptying the trash. Further training will be needed in coming to work on time, using the checklist, sweeping, dusting, and neatly stacking rug samples.

The manager Mr. Waterman stated Robert is doing an excellent job and is pleased with his work. Robert is liked by all employee's and has initiated good conversation when appropriate. His attitude has been excellent and has accepted constructive critism well.

At the completion of the career exploration process it is apparent that Robert has the potential to be successful in the janitorial position, but will need to improve his skills in the areas identified above. It is recommended that Robert receive Work Adjustment services for an initial 40 day period for three days per week, beginning February 10th and ending May 15, 1986, in order to accomplish the following objectives.

1. Showing up to work on time.

2. Checklist; remembering to look at checklist for task to be completed, and marking off task when completed.

3. Sweeping; remembering to use the broom to sweep corners and edges of floors.

4. Rug samples; neatly stacking rug samples to different textures.

Community-based Employment & Training for Adults
with Developmental Disabilities

WORK ADJUSTMENT PLAN

Name: Robert
Address:
Phone:
Age: 26

Work Site: Waterman's Floor Covering
Address: Pullman Hwy
Supervisor: Clyde Waterman

Staff Trainer: Kathy Schenck
Work Phone: 885-6150
Home Phone: 883-3063

****

GOAL 1: Robert will experience his selected job within a community-based setting.

OBJECTIVE 1: Given the appropriate amount of time, Robert will arrive to work by 8:00 a.m. independently with 100% accuracy for four consecutive days.

METHOD: Trainer will model what time to leave home to walk to work.

OBJECTIVE 2 Given a job task checklist, Robert will mark off tasks completed independently with 100% accuracy for four consecutive days.

METHOD Trainer will model how to use the job task checklist.

WORK ADJUSTMENT PLAN

OBJECTIVE 3: Given the job task checklist Robert will obtain necessary materials, complete the sweeping of vinyl floors task and mark the task completed on his check off list independently with 100% accuracy for four consecutive days.

METHOD: Trainer will model how to obtain necessary materials, sweep the floors and mark off task completed from job task checklist.

OBJECTIVE 4: Given the job task checklist Robert will obtain the necessary materials, complete the dusting of furniture task and mark the task completed on his check off list independently with 100% accuracy for three consecutive days.

METHOD: Trainer will model how to obtain the necessary materials, dust the furniture and mark off task completed from job task checklist.

OBJECTIVE 5: Given the job task checklist Robert will complete the rug samples task and mark the task completed on his check off list independently with 100% accuracy for four consecutive days.

METHOD: Trainer will model how to straighten sample rugs, and mark off task completed from job task checklist.

COMPLECTION DATE: 5-14-86

PERSON RESPONSIBLE: Kathy Schenck

GOAL 2: Robert will maintain successful competative employment upon completion of work adjustment.

OBJECTIVE 1: Given janitorial training at Waterman's Floor Covering for a 40 day work period Robert will obtain employment as a janitorial person.

WORK ADJUSTMENT PLAN

GOAL 3: Robert will be able to demonstrate job seeking skills.

OBJECTIVE 1: Given the local community, Robert will independently obtain and complete three employment applications with 100% accuracy.

METHOD: Trainer will demonstrate how to obtain and fill out an application.

OBJECTIVE 2: Given a resume style, Robert will gather necessary information and prepare a resume independently with 100% accuracy.

METHOD: Trainer will provide examples of resumes and practive situations for writing a resume.

OBJECTIVE 3: Given the local community, Robert will obtain applications and information on four different job openings with 100% accuracy.

METHOD: Trainer will demonstrate how to obtain job information for the local community.

OBJECTIVE 4: Given a contact person, Robert will contact, schedule and participate in an employment interview with 100% accuracy.

METHOD: Trainer will provide practice situations on how to contact, schedule and participate in an interview.

COMPLETION DATE: 5-14-86

PERSON RESPONSIBLE: Kathy Schenck

ROBERT

PROGRAM: ARRIVING AT WORK

AIM DATE: 5/14/86

AIM RATE: 100

DATA TYPE: ACCURACY

OBJECTIVE:
GIVEN THE APPROPRIATE AMOUNT OF TIME, ROBERT WILL ARRIVE TO WORK BY 8:00 A.M. INDEPENDANTLY WITH 100% ACCURACY FOR 4 CONSECUTIVE DAYS.

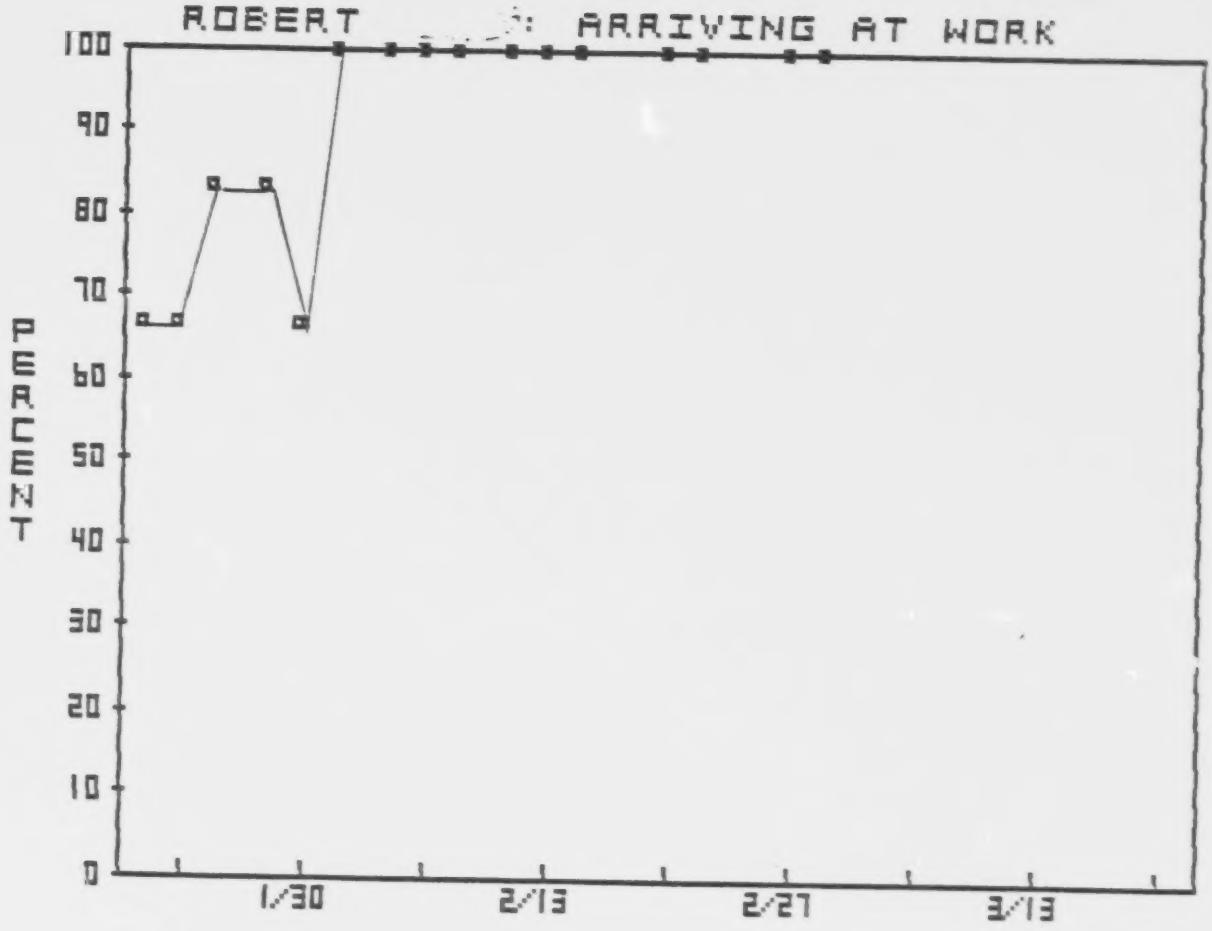
ANTECEDENT:
GIVEN THE TIME 9:00 TO START WORK.

CORRECT MOVEMENT:
ROBERT WILL ARRIVE TO WORK ON TIME.

INCORRECT MOVEMENT:
ROBERT WILL COME TO WORK LATE.

CONSEQUENT FOR CORRECT:
ROBERT WILL FINISH HIS WORK ON TIME.

CONSEQUENT FOR INCORRECT:
ROBERT WILL HAVE TO STAY LATE TO FINISH HIS WORK.
TRIAL CEILING: 0 SECONDS


ROBERT : ARRIVING AT WORK
PERCENT
100
90
80
70
60
50
40
30
20
10
0
1/30
2/13
2/27
3/13

ROBERT :

PROGRAM: CHECKLIST

AIM DATE: 5/14/86

AIM RATE: 100

DATA TYPE: ACCURACY

OBJECTIVE:
GIVEN A JOB TASK CHECKLIST, ROBERT WILL MARK OFF TASK COMPLETED INDEPENDANTLY WITH 100% ACCURACY FOR FOUR CONSECUTIVE DAYS.

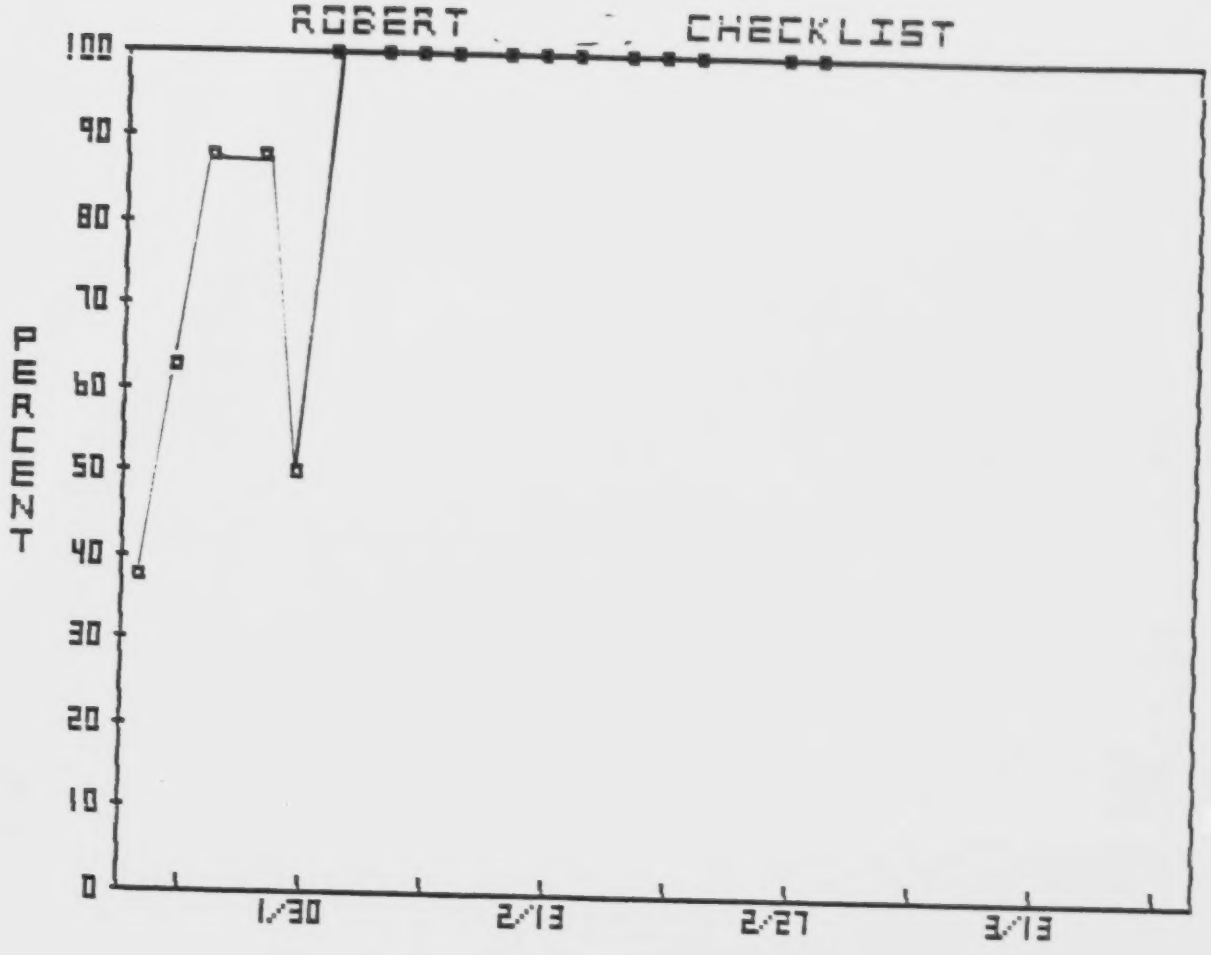
ANTECEDENT:
GIVEN A CHECKLIST IN OFFICE AREA, ROBERTWILL CHECK ITEMS OFF WHEN FINISHED.

CORRECT MOVEMENT:
ROBERT WILL MARK OFF TASK WHEN COMPLETEDCORRECTLY.

INCORRECT MOVEMENT:
TASKS WILL NOT BE CHECKED OFF WHEN TASKSARE FINISHED.

CONSEQUENT FOR CORRECT:
TASKS WILL BE CHECKED OFF WHEN FINISHED.

CONSEQUENT FOR INCORRECT:
ROBERT WILL GO BACK AND CHECK TASKS OFF THAT WERE COMPLETED CORRECTLY.
TRIAL CEILING: 0 SECONDS


ROBERT
CHECKLIST
PERCENT
100
90
80
70
60
50
40
30
20
10
0
1/30
2/13
2/27
3/13

ROBERT

PROGRAM: SWEEPING VINYLFLOORS

AIM DATE: 5/14/86

AIM RATE: 100

DATA TYPE: ACCURACY

OBJECTIVE:
GIVEN THE JOB TASK CHECKLIST, ROBERT WILL OBTAIN THE NECESSARY MATERIALS, COMPLETE THE SWEEPING OF VINYL FLOORS TASK & MARK THE TASK COMPLETED ON HIS CHECK OFF LIST INDEPENDANTLY FOR FOUR CONSECUTIVE DAYS.

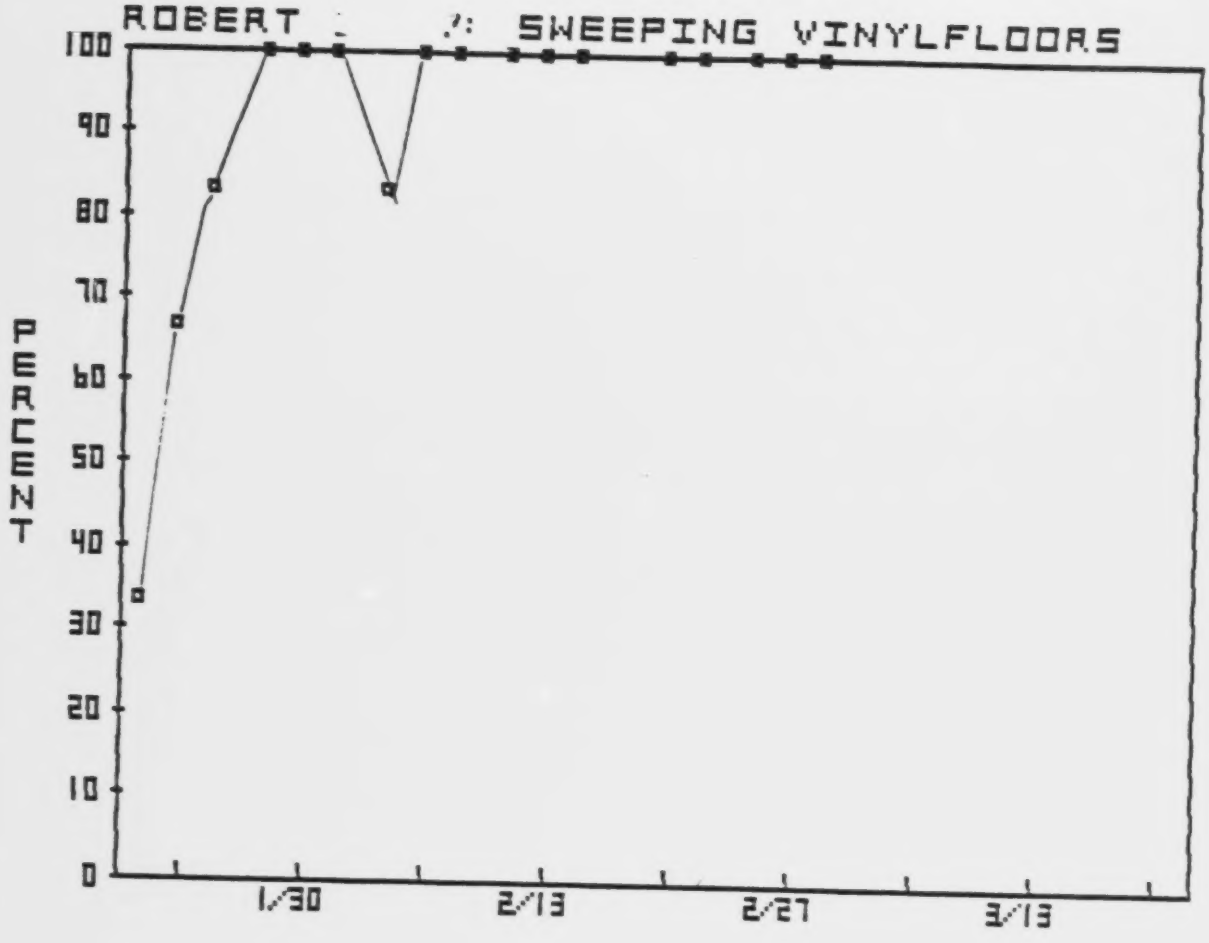
ANTECEDENT:
GIVEN A CHECKLIST ROBERT WILL COMPLETE THE TASK OF SWEEPING VINYL FLOORS.

CORRECT MOVEMENT:
VINYL FLOORS WILL BE SWEPT CORRECTLY.

INCORRECT MOVEMENT:
VINYL FLOORS WILL BE INCORRECTLY SWEPTED.

CONSEQUENT FOR CORRECT:
TASK WILL BE CHECK OFF ON THE CHECKLIST.

CONSEQUENT FOR INCORRECT:
TASK WILL BE DONE OVER CORRECLTY.
TRIAL CEILING: 0 SECONDS


ROBERT
SWEEPING VINYLFLOORS
PERCENT
100
90
80
70
60
50
40
30
20
10
0
1/30
2/13
2/27
3/13

ROBERT

PROGRAM: DUSTING FURNITURE

AIM DATE: 5/14/86

AIM RATE: 100

DATA TYPE: ACCURACY

OBJECTIVE:
GIVEN THE JOB TASK CHECKLIST, ROBERT WILL OBTAIN THE NECESSARY MATERIALS, COMPLETE THE DUSTING OF FURNITURE TASK AND MARK THE TASK COMPLETED ON HIS CHECK OFF LIST INDEPENDANTLY WITH 100 % ACCURACY FORTHREE CONSECUTIVE DAYS.

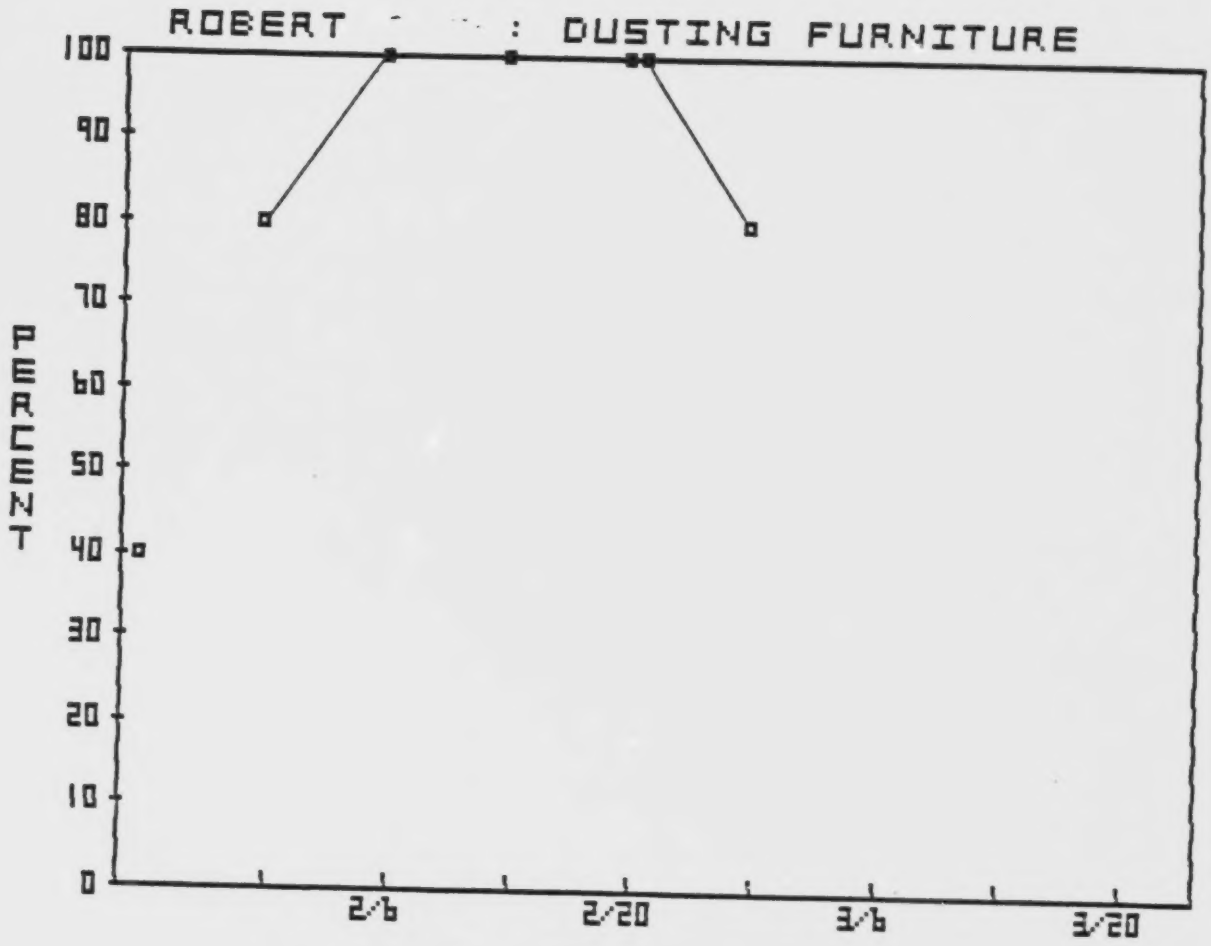
ANTECEDENT:
GIVEN A CHECKLIST AND MATERIALS, WILL DUST ALL FURNITURE.

CORRECT MOVEMENT:
ALL FURNITURE WILL BE DUSTED CORRECTLY.

INCORRECT MOVEMENT:
NOT ALL FURNITURE WILL BE DUSTED.

CONSEQUENT FOR CORRECT:
WILL MARK OFF TASK COMPLETED ON CHECKLIST.

CONSEQUENT FOR INCORRECT:
WILL DO THE TASK OVER AGAIN UNTIL ALL FURNITURE IS DUSTED.
TRIAL CEILING: 0 SECONDS


ROBERT : DUSTING FURNITURE
PERCENT
100
90
80
70
60
50
40
30
20
10
0
2/6
2/20
3/6
3/20

ROBERT

PROGRAM: RUG SAMPLES

AIM DATE: 5/14/86

AIM RATE: 100

DATA TYPE: ACCURACY

OBJECTIVE:
GIVEN THE JOB TASK CHECKLIST, ROBERT WILL COMPLETE THE RUG SAMPLE TASK AND MARK THE TASK COMPLETED ON HIS CHECK OFF LIST INDEPENDANTLY WITH 100% ACCURAY FOR FOUR CONSECUTIVE DAYS.

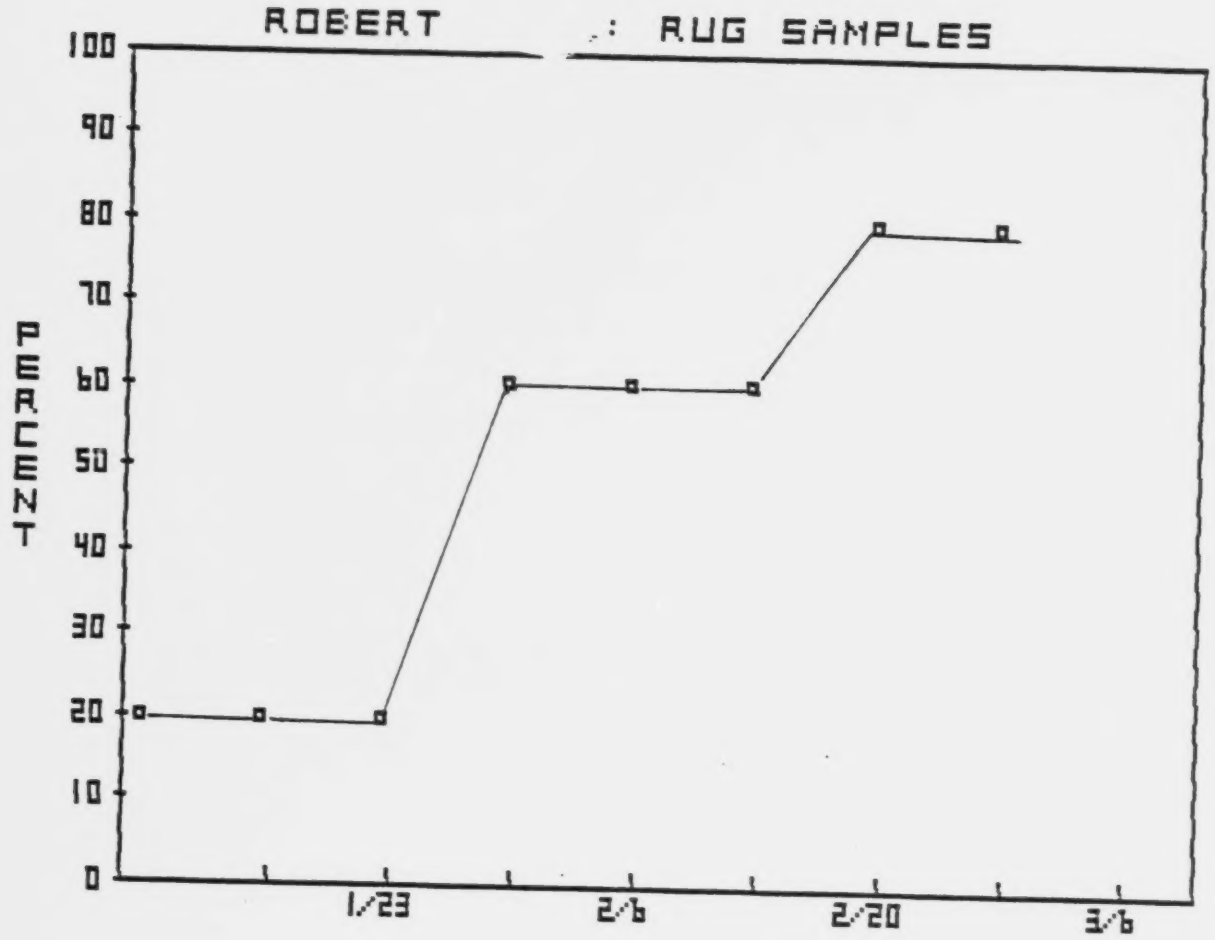
ANTECEDENT:
GIVEN A CHECKLIST ROBERT WILL COMPLETE THE TASK.

CORRECT MOVEMENT:
THE RUG SAMPLES WILL BE STACKED .....ACCORDING TO TEXTURE AND BRAND.

INCORRECT MOVEMENT:
THE RUG SAMPLES WILL BE INCORRECTLY STACK.

CONSEQUENT FOR CORRECT:
TASK WILL BE CHECKED OFF ON THE CHECKLIST.

CONSEQUENT FOR INCORRECT:
TASK WILL BE DONE OVER CORRECTLY.
TRIAL CEILING: 0 SECONDS


ROBERT : RUG SAMPLES
PERCENT
100
90
80
70
60
50
40
30
20
10
0
1/23
2/6
2/20
3/6

ROBERT

PROGRAM: DUST FLOOR SUPPLIES

AIM DATE: 5/14/86

AIM RATE: 100

DATA TYPE: ACCURACY

OBJECTIVE:
GIVEN THE JOB TASK CHECKLIST ROBERT WILL OBTAIN NECESSARY MATERIALS, COMPLETE THE DUSTING OF FLOOR CARE SUPPLIES TASK, AND MARK THE TASK COMPLETED ON HIS CHECKOFF LIST INDEPENDANTLY WITH 100% ACCURACY FOR THREE CONSECUTIVE DAYS.

ANTECEDENT:
GIVEN A CHECKLIST AND MATERIALS, WILL DUST ALL FLOOR CARE SUPPLIES.

CORRECT MOVEMENT:
ALL FLOOR CARE SUPPLIES WILL BE DUSTED.

INCORRECT MOVEMENT:
NOT ALL FLOOR CARE SUPPLIES WILL BE DUSTED.

CONSEQUENT FOR CORRECT:
WILL MARK TASK COMPLETED ON CHECKLIST.

CONSEQUENT FOR INCORRECT:
WILL DO THE TASK OVER AGAIN UNTIL ALL...FLOOR CARE SUPPLIES ARE DUSTED.
TRIAL CEILING: 0 SECONDS

ROBERT

PROGRAM: DUSTING BACKROOM

AIM DATE: 5/24/86

AIM RATE: 100

DATA TYPE: ACCURACY

OBJECTIVE:
GIVEN THE JOB TASK CHECKLIST, ROBERT WILL OBTAIN THE NECESSARY MATERIALS, COMPLETE THE DUSTING OF BACKROOM SUPPLIES TASK& MARK THE TASK COMPLETED ON HIS CHECK OFF LIST INDEPENDANTLY WITH 100% ACCURACY FOR THREE CONSECUTIVE DAYS.

ANTECEDENT:
GIVEN A CHECKLIST AND RAG WILL DUST BACK ROOM SUPPLIES.

CORRECT MOVEMENT:
ALL BACK ROOM SUPPLIES WILL BE DUSTED CORRECTLY.

INCORRECT MOVEMENT:
SOME BACKROOM SUPPLIES WILL NOT BE DUSTED.

CONSEQUENT FOR CORRECT:
TASK WILL BE CHECK OFF FROM CHECKLIST.

CONSEQUENT FOR INCORRECT:
TASK WILL BE COMPLETED CORRECTLY
TRIAL CEILING: 0 SECONDS

ROBERT

PROGRAM: EMPTY TRASH CANS

AIM DATE: 5/14/86

AIM RATE: 100

DATA TYPE: ACCURACY

OBJECTIVE:
GIVEN THE JOB TASK CHECKLIST ROBERT WILL OBTAIN NECESSSARY MATAERIALS, COMPLETE THE EMPTING OF THE TRASH TASK, AND MARK THE TASK COMPLETED ON HIS CHECK OFF LIST INDEPENDANTLY WITH 100% ACCURACY FOR FOUR CONSECUTIVE DAYS.

ANTECEDENT:
GIVEN A CHECKLIST AND MATERIALS, WILL EMPTY ALL TRASH CANS.

CORRECT MOVEMENT:
ALL TRASH CANS WILL BE EMPTIED.

INCORRECT MOVEMENT:
TRASH CANS WILL NOT BE EMPTIED.

CONSEQUENT FOR CORRECT:
WILL MARK TASK COMPLETED ON CHECKLIST.

CONSEQUENT FOR INCORRECT:
WILL DO THE TASK OVER AGAIN UNTIL ALL TRASH CANS ARE EMPTIED.
TRIAL CEILING: 0 SECONDS

ROBERT

PROGRAM: WATER PLANTS

AIM DATE: 5/14/86

AIM RATE: 100

DATA TYPE: ACCURACY

OBJECTIVE:
GIVEN THE JOB TASK CHECKLIST ROBERT WILL OBTAIN NECESSARY MATERIALS, COMPLETE THE WATERING OF PLANTS TASK, AND MARK THE TASK COMPLETED ON HIS CHECK OFF LIST INDEPENDANTLY WITH 100% ACCURACY FOR TWO CONSECUTIVE DAYS.

ANTECEDENT:
GIVEN A CHECKLIST AND MATERIALS, WILL WATER ALL PLANTS.

CORRECT MOVEMENT:
ALL PLANTS WILL BE WATERED.

INCORRECT MOVEMENT:
NOT ALL PLANTS WILL BE WATERED.

CONSEQUENT FOR CORRECT:
WILL MARK TASK COMPLETED ON CHECKLIST.

CONSEQUENT FOR INCORRECT:
WILL WATER PLANTS THAT WEREN'T WATERED.
TRIAL CEILING: 0 SECONDS

ROBERT

PROGRAM: FILL COFFEE MACHINE

AIM DATE: 5/14/86

AIM RATE: 100

DATA TYPE: ACCURACY

OBJECTIVE:
GIVEN THE JOB TASK CHECKLIST ROBERT WILL OBTAIN NECESSARY MATERIALS, COMPLETE THE FILLING THE COFFEE MACHINE WITH WATER TASK, AND MARK THE TASK COMPLETED ON HIS CHECK OFF LIST INDEPENDANTLY WITH 100% ACCURACY FOR FOUR CONSECUTIVES DAYS.

ANTECEDENT:
GIVEN A CHECKLIST AND MATERIALS, WILL FILL THE COFFEE MACHINE WITH WATER.

CORRECT MOVEMENT:
THE COFFEE MACHINE WILL BE FILLED WITH WATER FIRST THING IN THE MORNING.

INCORRECT MOVEMENT:
THE COFFEE MACHINE WILL NOT BE FILLED FIRST THING IN THE MORNING.

CONSEQUENT FOR CORRECT:
WILL MARK TASK COMPLETED ON CHECKLIST.

CONSEQUENT FOR INCORRECT:
WILL DO THE TASK.
TRIAL CEILING: 0 SECONDS

ROBERT POPE

PROGRAM: CLEANING TABLES

AIM DATE: 5/14/86

AIM RATE: 100

DATA TYPE: ACCURACY

OBJECTIVE:
GIVEN THE JOB TASK CHECKLIST, ROBERT WILL OBTAIN THE NECESSARY MATERIALS, COMPLETE THE CLEANING OF TABLES TASK AND MARK THE TASK COMPLETED ON HIS CHECK OFF LIST INDEPENDANTLY WITH 100% ACCURACY FOR THREE CONSECUTIVE DAYS.

ANTECEDENT:
GIVEN A CHECKLIST AND MATERIALS, WILL CLEAN ALL TABLES.

CORRECT MOVEMENT:
ALL TABLES WILL BE CLEANED.

INCORRECT MOVEMENT:
TABLES WILL STILL BE DIRTY AFTER CLEANINGS.

CONSEQUENT FOR CORRECT:
WILL MARK TASK COMPLETED ON CHECKLIST.

CONSEQUENT FOR INCORRECT:
WILL DO THE TASK OVER AGAIN UNTIL ALL TABLES ARE CLEANED.
TRIAL CEILING: 0 SECONDS

STUDENT Robert

DOMAIN Vocational

ENVIRONMENT Waterman's Floor Covering

ACTIVITY INVENTORY Entering Waterman's Floor Covering	STUDENT INVENTORY + - ?	DISCREPANCY	INSTRUCTIONAL HYPOTHESIS
1. Leave home at 7:40 a.m.	–	Robert is not used to walking to get to work on time.	Teacher will walk with Robert for two weeks and then let him get to work on his own. Talk to Robert about the importance of being on time.
2. Walk to Waterman's Floor Covering.	–		
3. Enter front doors.	+		
4. Greet employees'.	+		
5. Put coat on coat rack.	+		
6. Look at checklist for first job to complete.	–	Robert is not used to the checklist process.	With added practice, Robert will become familiar with the list.

NAME: Robert

TOTAL TASK SHEET

Activity: Entering Waterman's Floor Covering (M-W-F)

DATE: 1/20 | 1/22 | 1/24 | 1/27 | 1/29 | 1/31 | 2/3 | 2/5 | 2/7 | 2/10 | 2/12 | 2/14 | 2/19 | 2/21 | 2/26

CODE:

I = Independent

Inv = Indirect verbal cue

G = Gesture

VC = Verbal Cue

PC - Pictorial Cue

D = Demonstration

PP = Physical prompt

FA = Full Assist

Ø = No opportunity to perform

In = Initiated

OR

\+ Performed Independently

\- Need Assistance

STEP:																			
1. Leave home at 7:40 a.m.	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+				
2. Walk to Waterman's	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+				
3. Enter front doors	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+				
4. Greet fellow workers	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+				
5. Put coat on coat rack	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+				
6. Look at checklist for first job	VC	VC	VC	VC	VC	+	+	+	+	+	+	+	+	+	+				
	4/6	4/6	5/6	5/6	4/6	6/6	6/6	6/6	6/6	6/6	6/6	6/6	6/6	6/6	6/6				

CRITERIA FOR CHANGE:

STUDENT Robert

DOMAIN Vocational

ENVIRONMENT Waterman's Floor Covering

ACTIVITY INVENTORY Marking Off Checklist	STUDENT INVENTORY + - ?	DISCREPANCY	INSTRUCTIONAL HYPOTHESIS
1. Look at checklist for task to do.	VC	The idea of using a checklist is new to Robert.	Teacher will model how to use the checklist.
2. Task is done	+		
3. Mark off task when completed.	G	Had to remind Robert to check off on worksheet.	

Robert

NAME

TOTAL TASK SHEET

Marking off checklist when task is completed (M-W-F)

Activity

DATE:

1/20	1/22	1/24	1/27	1/29	1/31	2/3	2/5	2/7	2/10	2/12	2/14	2/17	2/19	2/21	2/26	2/28	

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OR

\+ Performed Independently

\- Need Assistance

STEP:																				
1. Looks at ckecklist for task to do	VC	VC	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I			
2. Marks off task when done	G	I	I	I	VC	I	I	I	I	I	I	I	I	I	I	I	I			
3. Looks at checklist for task to do	I	VC	I	I	VC	I	I	I	I	I	I	I	I	I	I	I	I			
4. Marks off task when done	I	G	I	I	VC	I	I	I	I	I	I	I	I	I	I	I	I			
5. Looks at checklist for task to do	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I			
6. Marks off task when done	VC	I	G	VC	I	I	I	I	I	I	I	I	I	I	I	I	I			
7. Looks at checklist for task to do	VC	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I			
8. Marks off task when done	G	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I			
	3/8	5/8	7/8	7/8	4/8	8/8	8/8	8/8	8/8	8/8	8/8	8/8	8/8	8/8	8/8	8/8	8/8			

CRITERIA FOR CHANGE:

CHECKLIST FOR WORK

MONDAY

1. Empty waste baskets				
2. Fill coffee water				
3. Put wall paper books away				
4. Clean tables				
5. Sweep all vinyl floors				
6. Vacuum all carpet floors				
7. Neatly stack rug samples				
8. Straighten up wall paper racks				
WEDNESDAY				
1. Empty waste baskets				
2. Fill coffee water				
3. Water plants				
4. Put wall paper books away				
5. Dust furniture				
6. Sweep all vinyl floors				
7. Vacuum all carpet floors				
8. Neatly stack rug samples				
9. Straighten up wall paper racks				
FRIDAY				
1. Empty waste baskets				
2. Fill coffee water				
3. Put wall paper books away				
4. Dust floors care supplies				
5. Dust back room supplies				
6. Sweep all vinyl floors				
7. Vacuum all carpet floors				

STUDENT Robert

DOMAIN Vocational

ENVIRONMENT Waterman's Floor Covering

ACTIVITY INVENTORY Sweeping Vinyl Floors	STUDENT INVENTORY + - ?	DISCREPANCY	INSTRUCTIONAL HYPOTHESIS
1. Locate sweeper, dust pan and broom in back storeroom.	VC		
2. Take to back vinyl floor.	VC		
3. Sweep all corners and edges with broom.	G	Had problems with sweeping the corners.	Teacher will demonstrate how to use a sweeper and how to sweep the edges correctly.
4. Dust mop the floor.	I		
5. Locate dust pan	G		
6. Sweep dust into the dust pan.	I		
7. Empty dust and dirt into boxes in back storeroom.	VC		
8. Repeat steps until all vinyl floors are clean.			

STUDENT Robert [redacted]

DOMAIN Vocational

ENVIRONMENT Waterman's Floor Covering

ACTIVITY INVENTORY Dusting Furniture	STUDENT INVENTORY + - ?	DISCREPANCY	INSTRUCTIONAL HYPOTHESIS
1. Get dust rag from back storeroom.	VC	Had to remind Robert where the dust rags were located.	With time, Robert will be more familiar with the Waterman's store setting
2. Locate endust polish under front counter.	+		
3. Dust all furniture.	G	There are many places to dust, just had to remind Robert to dust a few places he had forgotten.	
4. Put the rag away.	+		
5. Put the endust away.	+		

NAME: Robert

TOTAL TASK SHEET

Activity: Sweeping Vinyl Floors (M-W-F)

DATE: 1/20 | 1/22 | 1/24 | 1/27 | 1/29 | 1/31 | 2/3 | 2/5 | 2/7 | 2/10 | 2/12 | 2/14 | 2/19 | 2/21 | 2/24 | 2/26 | 2/28 |

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OR
+ Performed Independently
- Need Assistance

STEP:																		
1. Locate sweeper, dust pan and broom in back storeroom	VC	VC	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
2. Take to back vinyl floor	G	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
3. Sweep all edges and corners with broom	G	G	G	I	I	I	VC	I	I	I	I	I	I	I	I	I	I	
4. Sweep dust the floor	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
5. Sweep dust into the dust pan	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
6. Empty dust and dirt into boxes in back storeroom	VC	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
7. Repeat steps until all vinyl floors are clean																		
	2/6	4/6	5/6	6/6	6/6	6/6	5/6	6/6	6/6	6/6	6/6	6/6	6/6	6/6	6/6	6/6	6/6	

CRITERIA FOR CHANGE:

Robert
NAME

TOTAL TASK SHEET

Dusting Furniture (Wednesday)
Activity

DATE: 1/22 | 1/29 | 2/5 | 2/12 | 2/19 | 2/26

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STEP:																							
1. Get dust rag from backroom	VC	I	I	I	I	I																	
2. Locate endust polish under front counter	G	I	I	I	I	I																	
3. Dust all furniture	G	G	I	I	I	G																	
4. Put the dust rag away	I	I	I	I	I	I																	
5. Put the endust away	I	I	I	I	I	I																	
	2/5	4/5	5/5	5/5	4/5																		

CRITERIA FOR CHANGE:

STUDENT Robert

DOMAIN Vocational

ENVIRONMENT Waterman's Floor Covering

ACTIVITY INVENTORY Dusting Floor Care Supplies	STUDENT INVENTORY + - ?	DISCREPANCY	INSTRUCTIONAL HYPOTHESIS
1. Locate dust rag.	+		
2. Go to floor care display.	G		
3. Take items out of one section of floor care.	D	Had to remind Robert to take all items out of each rack before dusting.	Teacher will model how to take the items off of the rack, dust, and return the items to the rack.
4. Dust off each supply.	VC		Teacher will also model how to continue the process.
5. Dust rack that the supplies were in.	G/VC		
6. Put supplies back in place.	VC		
7. Repeat steps for next section.			

Robert

ME

TOTAL TASK SHEET

Dusting floor care supplies (Friday)

Activity

DATE: 1/24 | 1/31 | 2/17 | 2/21 | 2/26

CODE:

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G = Gesture

VC = Verbal Cue

PC - Pictorial Cue

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\- Need Assistance

STEP:																						
1. Locate dust rag	I	I	I	I	I																	
2. Go to floor care display	VC	I	I	I	I																	
3. Take items out of one section of floor care	VC	I	I	I	I																	
4. Dust off each supply	I	I	I	I	I																	
5. Dust rack supplies were in	VC	I	I	I	I																	
6. Put supplies back in section	I	I	I	I	I																	
1. Take items out of one section of floor care	I	I	I	I	I																	
2. Dust off each supply	I	I	I	I	I																	
3. Dust rack supplies were in	VC	I	I	I	I																	
4. Put supplies back in section	I	I	I	I	I																	
	6	10	10	10	10																	

CRITERIA FOR CHANGE:

STUDENT Robert

DOMAIN Vocational

ENVIRONMENT Waterman's Floor Covering

ACTIVITY INVENTORY Dusting Backroom Supplies	STUDENT INVENTORY + - ?	DISCREPANCY	INSTRUCTIONAL HYPOTHESIS
1. Locate dust rag in back room.	+		
2. Go to back room where supplies are kept.	G		
3. Dust tops of supplies.	VC/G	Would skip some items that needed to be dusted.	Teacher will model how to dust back room supplies.
4. Dust Shelves.	G		
5. Take dust rag to back storeroom.	+		

STUDENT Robert

DOMAIN Vocational

ENVIRONMENT Waterman's Floor Covering

ACTIVITY INVENTORY Emptying Trash Cans	STUDENT INVENTORY + - ?	DISCREPANCY	INSTRUCTIONAL HYPOTHESIS
1. Take trash cans from office	G	Would only take one of the trash cans. There are three.	Teacher will model taking all trash cans to storeroom.
2. Take trash cans to back storeroom.	VC		
3. Empty trash cans in big boxes.	+		
4. Take trash cans back to office.	+		
5. Put a clean trash bag in cans if needed, found in right top file.	G		
6. Take trash can from front counter.	G		
7. Take trash can to back storeroom.	+		
8. Empty trash can in big box.	+		
9. Take trash can back to front counter.	+		

Robert
ME

TOTAL TASK SHEET

Dusting backroom supplies
Activity

DATE: 1/24, 1/31, 2/7, 2/14, 2/21, 2/28

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STEP:																							
1. locate dust rag in backroom	I	I	I	I	I	I																	
2. Go to backroom supplies	VC	I	I	I	I	I																	
3. Start on top right side shelf and dust supplies	G	I	I	I	I	I																	
4. Dust shelf	I	I	I	I	I	I																	
5. 2nd shelf, dust top of supplies	I	I	I	I	I	I																	
6. dust shelf	I	I	I	I	I	I																	
7. 3rd shelf, dust top of supplies	I	I	I	I	I	I																	
8. Dust shelf	I	I	I	I	I	I																	
9. 4th shelf, dust tops of supplies	I	I	I	I	I	I																	
10. Dust shelf	I	I	I	I	I	I																	
11. Repeat steps 1-10 for the left side of the shelves	I	I	I	I	I	I																	

CRITERIA FOR CHANGE:

NAME Robert

TOTAL TASK SHEET

Activity: Empty Trash Cans (M-W-F)

DATE: 1/20 | 1/22 | 1/24 | 1/27 | 1/29 | 1/31 | 2/3 | 2/5 | 2/7 | 2/10 | 2/12 | 2/14 | 2/19 | 2/21 | 2/26 | 2/28 | / | /

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\- Need Assistance

STEP:																		
1. Take trash cans from office	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I		
2. Take trash cans to back storeroom	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I		
3. Empty trash cans in big box	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I		
4. Take trash cans back to office	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I		
5. Put a clean trash bag in cans if needed, found in right top file	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I		
6. Take trash can from front counter.	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I		
7. Take trash can to back storeroom	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I		
8. Empty trash can in big box	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I		
9. Take trash can back to front counter	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I		
	9/9	9/9	9/9	9/9	9/9	9/9	9/9	9/9	9/9	9/9	9/9	9/9	9/9	9/9	9/9	9/9		

CRITERIA FOR CHANGE:

STUDENT Robert

DOMAIN Vocational

ENVIRONMENT Waterman's Floor Covering

ACTIVITY INVENTORY Watering Plants	STUDENT INVENTORY + - ?	DISCREPANCY	INSTRUCTIONAL HYPOTHESIS
1. Locate pitcher in office.	+		
2. Go outside and fill pitcher with water from tap.	+		
3. Water plant.	+		
4. Move to each plant and water until all plants are watered.	+		
5. Put pitcher back in office.	+		

Robert
NAME

TOTAL TASK SHEET

Watering Plants (Wednesday)
Activity

DATE: 1/22 | 1/29 | 2/5 | 2/12 | 2/14 | 2/19 | 2/21 | 2/26

CODE:

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PP = Physical prompt

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\- Need Assistance

STEP:																			
1. Locate pitcher in office	I	I	I	I	I	I	I	I											
2. Fill pitcher with water	I	I	I	I	I	I	I	I											
3. Water plant	I	I	I	I	I	I	I	I											
4. " "	I	I	I	I	I	I	I	I											
5. " "	I	I	I	I	I	I	I	I											
6. " "	I	I	I	I	I	I	I	I											
7. " "	I	I	I	I	I	I	I	I											
8. Put pitcher in office	I	I	I	I	I	I	I	I											
	8/8	8/8	8/8	8/8	8/8	8/8	8/8	8/8											

CRITERIA FOR CHANGE:

STUDENT Robert

DOMAIN Vocational

ENVIRONMENT Waterman's Floor Covering

ACTIVITY INVENTORY	STUDENT INVENTORY			INSTRUCTIONAL HYPOTHESIS
Straightening Wallpaper Books	+	-	?	DISCREPANCY
1. Pick books off floor and put on table.	+			
2. Pick up one book.	+			
3. Open cover to check if card is in book.	+			
4. If card is not in book, look on book binder for #. Locate card box and look for card with book #. Place card in in book cover.	+			
5. If card is in book, look on book binder for # to find where book should be placed on shelf. Place book on shelf.	+			
6. Repeat steps 1-5.				

— Robert
IE

TOTAL TASK SHEET

Straightening wallpaper books (M-W-F)
Activity

DATE:

1/20	1/22	1/24	1/27	1/29	1/31	2/3	2/5	2/7	2/10	2/12	2/14	2/19	2/21	2/26	2/28		

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\- Need Assistance

STEP:																			
1. Pick books off floor and put on table	VC	VC	VC	I	I	I	I	I	I	I	I	I	I	I	Ø	Ø			
2. Pick up one book	VC	VC	I	I	I	I	I	I	I	I	I	I	I	I	I	I			
3. Open cover to check if card is in book	VC	VC	I	I	I	I	I	I	I	I	I	I	I	I	I	I			
4. If card is not in book:																			
a. locate card box	G	G	Ø	I	I	Ø	Ø	Ø	Ø	Ø	Ø	I	I	I	I	I			
b. look on binder for #	G	G	Ø	I	VC	Ø	Ø	Ø	Ø	Ø	Ø	I	I	I	I	I			
c. look for card with book #	G	G	Ø	I	I	Ø	Ø	Ø	Ø	Ø	Ø	I	I	I	I	I			
d. place card in book	VC	VC	Ø	I	I	Ø	Ø	Ø	Ø	Ø	Ø	I	I	I	I	I			
5. Find where book should be placed on shelf by numbers	G	G	I	I	I	I	I	I	I	I	I	I	I	I	I	I			
6. Place book on shelf	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I			
7. If card is in book:																			
a. look for # on card			I			I	I	I	I	I	I	I	I	I	I	I			
b. look on binder to see if it is the same #			I			I	I	I	I	I	I	I	I	I	I	I			
8. Find where book should be placed on shelf by numbers			I			I	I	I	I	I	I	I	I	I	I	I			
9. Place book on shelf			I			I	I	I	I	I	I	I	I	I	I	I			
	1	1	6	9	8	9	9	9	9	9	9	9	9	9	9	9			

CRITERIA FOR CHANGE:

STUDENT Robert

DOMAIN Vocational

ENVIRONMENT Waterman's Floor Covering

ACTIVITY INVENTORY Vacuuming	STUDENT INVENTORY + - ?	DISCREPANCY	INSTRUCTIONAL HYPOTHESIS
1. Get vacuum from back storeroom.	VC		
2. Take vacuum to front carpet.	VC		
3. Unwrap Cord.	G		
4. Find an outlet.	VC	Had a hard time finding an outlet and where to plug it in.	
5. Plug in cord.	I		
6. Put foot on the left side of the vacuum and push down on red button to lean vacuum.	D	There are two kinds of buttons.	
7. Push down on silver button to start.	D		
8. Vacuum floor.	I		
9. Push down on silver button to turn vacuum off when section is finished.	G		
10. Take vacuum to next section and repeat.	G		

NAME: Robert

TOTAL TASK SHEET

Activity: Vacuuming (M-W-F)

DATE: 1/20 | 1/22 | 1/24 | 1/27 | 1/31 | 2/3 | 2/5 | 2/7 | 2/10 | 2/12 | 2/14 | 2/19 | 2/21 | 2/26 | 2/28

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OR

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\- Need Assistance

STEP:																			
1. Get vacuum from back storeroom	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I				
2. Take vacuum to front carpet	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I				
3. Unwrap cord	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I				
4. Find an outlet	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I				
5. Plug in cord	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I				
6. Push down red button to lean vacuum	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I				
7. Push down on silver button to start	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I				
8. Vacuum floor	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I				
9. Push down on silver button to turn off vacuum when section is finished	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I				
10. Take vacuum to next section to repeat	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I				
	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10				

CRITERIA FOR CHANGE:

STUDENT Robert

DOMAIN Vocational

ENVIRONMENT Waterman's Floor Covering

ACTIVITY INVENTORY Cleaning Tables	STUDENT INVENTORY + - ?	DISCREPANCY	INSTRUCTIONAL HYPOTHESIS
1. Locate dust rag in backroom.	+		
2. Locate counter top polish under front counter.	G	Robert wanted to use the endust to clean the tables.	Teacher will explain and show the different uses for each polish and which one to use in a given situation.
3. Take all articles off of front counter.	VC	Did not take all articles off of table.	Explain the importance of taking all articles off the front counter.
4. Spray polish on front counter top.	+		
5. Wait for polish to settle in before wiping off table.	VC	Robert did not wait for polish to settle in.	Teacher will show Robert the difference between waiting and not waiting to wipe off the table.
6. Wipe off table.	+		
7. Check for spots not wiped up.	G	Had to show Robert to look carefully for spots that didn't get wiped up.	Teacher will verbally ask if there are any more spots to be wiped up.
8. Wipe up spots.	+		
9. Put articles back on table.	+		
10. Go to book table.	+		
11. Take all articles off of table.	+		
12. Spray polish on book table.	+		
13. Wait for polish to settle in before wiping off table.	VC	Had to remind Robert to wait before wiping.	
14. Wipe off table.	+		

STUDENT_____ DOMAIN_____ _____

ENVIRONMENT_____

ACTIVITY INVENTORY	STUDENT INVENTORY + - ?	DISCREPANCY	INSTRUCTIONAL HYPOTHESIS
15. Check for spots not wiped up.	G		
16. Wipe up spots.	+		
17. Put articles back on table.	+		
18. Go to table by front desk.	VC	Robert thought he was supposed to do just two tables.	Will talk to Robert about which tables must be cleaned every Monday.
19. Take all articles off of table.	+		
20. Spray polish on table.	+		
21. Wait for polish to settle in.	+		
22. Wipe off table.	+		
23. Check for spots not wiped up.	G		
24. Wipe spots.	+		
25. Put articles back on table.	+		
26. Put rag and polish away.	+		

NAME: Robert

TOTAL TASK SHEET

Activity: Cleaning Tables (Monday)

DATE: 1/20 | 1/27 | 2/3 | 2/10

CODE:

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D = Demonstration

PP = Physical prompt

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In = Initiated

OR

\+ Performed Independently

\- Need Assistance

STEP:																				
1. Locate dust rag in backroom	I	I	I	I																
2. Locate counter top polish under front counter	G	I	I	I																
3. Take all articles off of front counter	VC	VC	I	I																
4. Spray polish on front counter top	I	I	I	I																
5. Wait for polish to settle	VC	I	I	I																
6. Wipe off table	I	I	I	I																
7. Check for spots not wiped	G	G	VC	I																
8. Wipe up spots	I	I	I	I																
9. Put articles back on table	I	I	I	I																
10. Go to book table	I	I	I	I																
11. Take all articles off table	I	I	I	I																
12. Spray polish	I	I	I	I																
13. Wait for polish to settle	VC	I	I	I																
14. Wipe off table	I	I	I	I																
15. Check for spots not wiped	G	VC	I	I																
16. Wipe up spots	I	I	I	I																
17. Put articles back on table	I	I	I	I																
18. Go to table by window	I	I	I	I																

CRITERIA FOR CHANGE:

NAME _____

TOTAL ; SHEET

Activity _____

DATE:

CODE:

I = Independent

Inv = Indirect verbal cue

G = Gesture

VC = Verbal Cue

PC - Pictorial Cue

D = Demonstration

PP = Physical prompt

FA = Full Assist

Ø = No opportunity to perform

In = Initiated

OR

+ Performed Independently

- Need Assistance

STEP:																					
19. Take all articles off of	I	I	I	I																	
table	I	I	I	I																	
20. Spray polish on table	I	I	I	I																	
21. Wait for polish to settle	I	I	I	I																	
22. Wipe off table	I	I	I	I																	
23. Check for spots not wiped	I	I	I	I																	
24. Wipe up spots	I	I	I	I																	
25. Put articles back on table	I	I	I	I																	
26. Put rag and polish away	I	I	I	I																	

CRITERIA FOR CHANGE:

APPENDIX D

DESCRIPTION OF ADULTS & JOB SITES

Description of Participants and Job Sites

MOSCOW

Adult #1
- Diagnosis: Moderate Mental Retardation
- Placement Site: Waterman's Floor Coverings
- Job Duties: general cleaning and organizing floor covering materials
- Number of Days Per Week: 3
- Number of Hours Per Day: 4
- Wage Per Hour: $3.35

Adult #2.
- Diagnosis: severe learning disability
- Placement Site: Cavanaugh's Hotel
- Job Duties: food preparation
- Number of Days Per Week: 3
- Number of Hours Per Day: 5
- Wage Per Hour: $3.35

Adult #3.
- Diagnosis: severe learning disability
- Placement Site: Modern Way Groceries
- Job Duties: stocking shelves, customer assistance
- Number of Days Per Week: 4
- Number of Hours Per Day: 4
- Wage Per Hour: $3.35

Adult #4.
- Diagnosis: severe learning disability
- Placement Site: Registrar's Office, University of Idaho
- Job Duties: micro filming documents
- Number of Days Per Week: 2
- Number of Hours Per Day: 8
- Wage Per Hour: $3.35

Adult #5.
- Diagnosis: visually impaired, learning disabled
- Placement Site: Cavanaough's Hotel
- Job Duties: laundry and maid work
- Number of Days Per Week: 3
- Number of Hours Per Day: 3
- Wage Per Hour: $2.51 (subminmum wage certificate)

Adult #6.

Diagnosis: Cerebral Palsy, non-functional speech, use of a wheelchair
Placement Site: Special Education Department, University of Idaho
Job Duties: telephone operator
Number of Days Per Week: 5
Number of Hours Per Day: 1.5
Wage Per Hour: $3.35

Adult #7.

Diagnosis: moderate mental retardation, non-functional speech
Placement Site: Mikey's Greek Gyros
Job Duties: general custodial work
Number of Days Per Week: 6
Number of Hours Per Day: 1.5
Wage Per Hour: $1.68 (subminimum wage certificate)

Adult #8.

Diagnosis: learning disabled
Placement Site: Gritman Memorial Hospital
Job Duties: Laundry worker
Number of Days Per Week: 3
Number of Hours Per Day: 6
Wage Per Hour: $4.78

Adult #9.

Diagnosis: Cerebral Palsy, non-functional speech, use of wheelchair
Placement Site: Palouse Industries Inc./Colfax Hospital
Job Duties: microfilming documents
Number of Days Per Week: 4
Number of Hours Per Day: 6
Wage Per Hour: $2.50 (subminimum wage certificate)

Adult #10.

Diagnosis: severe mental retardation, non-functional speech
Placement Site: Cafeteria, Washington State University
Job Duties: cleaning tables, dish line
Number of Days Per Week: 3
Number of Hours Per Day: 3
Wage Per Hour: $2.98

Adult #11.

Diagnosis: Mild Mental Retardation, Spina Bifida, use of wheelchair
Placement Site: Cafeteria, Washington State University
Job Duties: food preparation
Number of Days Per Week: 4
Number of Hours Per Day: 5
Wage Per Hour: $3.35

Adult #12.

Diagnosis: Moderate Mental Retardation
Placement Site: Cafeteria, Washington State University
Job Duties: food preparation
Number of Days Per Week: 4
Number of Hours Per Day: 5
Wage Per Hour: $3.35

Description of Participants and Job Sites

Replication Site: TESH Industries, Inc.

Adult #1

Diagnosis: Orgnic Brain Damage
Placement Site: JCPenney Co.
Job Duties: General cleaning of the department store.
Number of Days Per Week: 3
Number of Hours Per Day: 7
Wage Per Hour: $3.50

Adult #2

Diagnosis: Mild Mental Retardation
Placement Site: Pizza Hut
Job Duties: Preparing the salad bar and general clean-up before opening the restaurant.
Number of Days Per Week: 6
Number of Hours Per Day: 2.5
Wage Per Hour: $3.35

Replication Site: Region III A/CDC

Adult #1

Diagnosis: Mild Mental Retardation
Placement Site: JB's Restaurant
Job Duties: Busing tables and preparing salad bar.
Number of Days Per Week: 4
Number of Hours Per Day: 5
Wage Per Hour: $3.35

Adult #2

Diagnosis:
Placement Site: JB's Restaurant
Job Duties: General kitchen maintenence
Number of Days Per Week: 4
Number of Hours Per Day: 7
Wage Per Hour: $3.50

Replication Site: Developmental Workshop Inc.

Adult #1
- Diagnosis: Moderate Mental Retardation
- Placement Site: Micassa Restaurant
- Job Duties: General clean-up of restaurant before opening.
- Number of Days Per Week: 6
- Number of Hours Per Day: 3.5
- Wage Per Hour: $3.35

Adult #2
- Diagnosis: Mild Mental Retardation
- Placement Site: North Chuck Wagon
- Job Duties: Coating chicken and washing dishes.
- Number of Days Per Week: 4
- Number of Hours Per Day: 3.5
- Wage Per Hour: $3.35

Adult #3
- Diagnosis: Moderate Mental Retardation
- Placement Site: Pizza Hut
- Job Duties: Washing dishes and setting up the restaurant for openig.
- Number of Days Per Week: 6
- Number of Hours Per Day: 3.5
- Wage Per Hour: $3.35

Adult #4
- Diagnosis: Mild Mental Retardation
- Placement Site: Pizza Hut
- Job Duties: Setting up restaurant for opening and washing dishes.
- Number of Days Per Week: 6
- Number of Hours Per Day: 3.5
- Wage Per Hour: $3.35

Adult #5
- Diagnosis: Moderate Mental Retardation
- Placement Site: Lincoln Court Retirement Center
- Job Duties: Washing dishes and general kitchen maintenence.
- Number of Days Per Week: 5
- Number of Hours Per Day: 3.5
- Wage Per Hour: $3.40

APPENDIX E

PROGRAM DEFINITIONS

Definitions of Program Measures

Evaluation

The number of hours spent on evaluation by the trainer to assist in the placement.

Service Coordination

The number of hours spent by the trainer in both preparation of the placement and ongoing support to the placement (including program planning meetings, parent contacts, SSI/SSDI contacts, residential program meetings, etc.).

Job Development

The amout of time the trainer spent developing the job that the trainee received.

Direct Training

The amount of time the trainer spent teaching or instructing on specific job tasks.

Indirect Training

The number of hours the trainer spent training skills other than specific job tasks (vocational survival skills, social behavior, appropriate dress, buss riding etc.).

Observation

The number of hours the trainer spent observing the trainee, but not actually interacting with him or her.

Follow-up

The number of hours spent providing the trainee with follow-up assistance on or off the job. Only refers to time spent when the trainee is in the follow-up phase.

APPENDIX F

FINANCIAL REPORT BY
PALOUSE INDUSTRIES INC.

BUDGET JUSTIFICATION

EXPENSE

Direct Cost

Direct Staff

Month	Hours	Days	#of Clients	Hrs./Mth.
1	80	20	10	800
2	40	16	10	400
3	24	8	10	240
4	16	2	10	160
5	8	2	10	80
6	4	1	10	40
7	2	1	10	20
8	2	1	10	20
9	2	1	10	20
10	2	1	10	20
11	2	1	10	20
12	2	1	10	20
		55 x 10 = 550 Client Days		1840 hrs.

Training hours		1840
Paperwork 27% of Trnr. hrs.		487
Travel Hours	5 x 55 days	274
Total Direct Service Hours		2612
Direct Staff x 6.00/hr. fringe & wages		$ 15672
Grant Staff (½ time)		7000
Mileage 226/day x .19 x 55 days		2362
Total Direct Service Cost		$ 25034

Mileaged Determination

Potlatch	52 miles rnd. trip	1 hr.
Troy	44 miles rnd. trip	1 hr.
Deary	68 miles rnd. trip	1.5 hrs.
Genesee	42 miles rnd. trip	1 hr.
Moscow	20 miles rnd. trip	.5 hr.
	226 miles	5 hrs.

$25034 ÷ 550 client days = $45.50 Direct Service Cost per Client Day.
$ 5553 ÷ 550 client days = $10.00 Support Service Cost per Client Day.

$55.50 Total Cost per day per client this project.

BUDGET JUSTIFICATION CON'T

EXPENSE CON'T

Admin. Support Cost

Support Staff	#Clients	This Program	% of time x Salary/Fringe	= Ttl. Cost
Exec. Dir.	79	10	15%	$ 375
Prog. Dir.	69	10	22%	380
Emp.Svc. Mgr.	32	10	31%	448
Bookkeeper	79	10	15%	234
Office Asst.	79	10	15%	84
Clerk ½ time	79	10	15%	66
Total Support/mth. Staff				$ 1592

Other Costs budgeted	All Programs	% charged to progam	
Office Supplies	$ 275	15%	$ 41
Operating Supplies	300	5%	15
Communications	795	15%	119
Insurance	1083	10%	108
Utilities	731	5%	37
Miscellaneous			100
Total Other/mth.			$ 420
Total Cost of project			$24144

Total Support Cost $420 + $ 1592 x 12 = $5553 ÷ 550 days = $10/day cost per client

Total # of client days possible in year
(10 clients x 20 days x 12 months 2400/client days) 2400
Total client days provided (projected) 550

2400 ÷ 550 = 23% of total client days possible

$24144 Total Support Cost
x 23 % of total client days

$ 5553 -- expense allocated to project clients

Preliminary training cost for Job Trainers and Trainers $ 1154.00 will be provided by Palouse Industries at no cost.